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ABSTRACT

Presented in the language arts teaching guide, developed by Project Success (Nebraska) through a Title III grant for language handicapped elementary level students, are 33 basic lessons stressing phonics, a daily writing program, and ideas for creative writing. Noted are characteristics of students and goals of Project Success. The language program is said to begin simply with names, sounds, and forms of letters and to progress sequentially to more complex structures through a multisensory approach that integrates reading, writing, speaking, and listening. Emphasized are constant review, individualized learning stations, a relaxed classroom environment, and desirable teacher qualities such as sympathetic understanding. Directions for teaching a 1 1/2- to 2-hour daily lesson include aspects such as presenting the new skill; encoding (auditory), decoding (visual), and communicating. Listed for reference use is material such as the formation of letter sounds. Lessons are presented in terms of concepts, behavioral objectives, and procedures for introducing skills, building words, and reading. As an example, lesson 18 on the Magic e Syllable specifies skills such as adding a final e to words like cap and teaching procedures such as telling a story about a magic e that reaches over one consonant and sprinkles magic dust on the vowel to make it long. Listed are 44 language lesson topics such as contractions and letter writing. The daily writing program includes sequential steps such as picture presentation (said to be valuable for students having trouble with paragraphing), suggestions for evaluation and dictionary work, and motivation. Listed for creative writing are 178 topics such as "If I were President". Noted are ways to teach capitalization and punctuation. (MC)

ED 089484

PROJECT SUCCESS

FOR

THE SLD CHILD

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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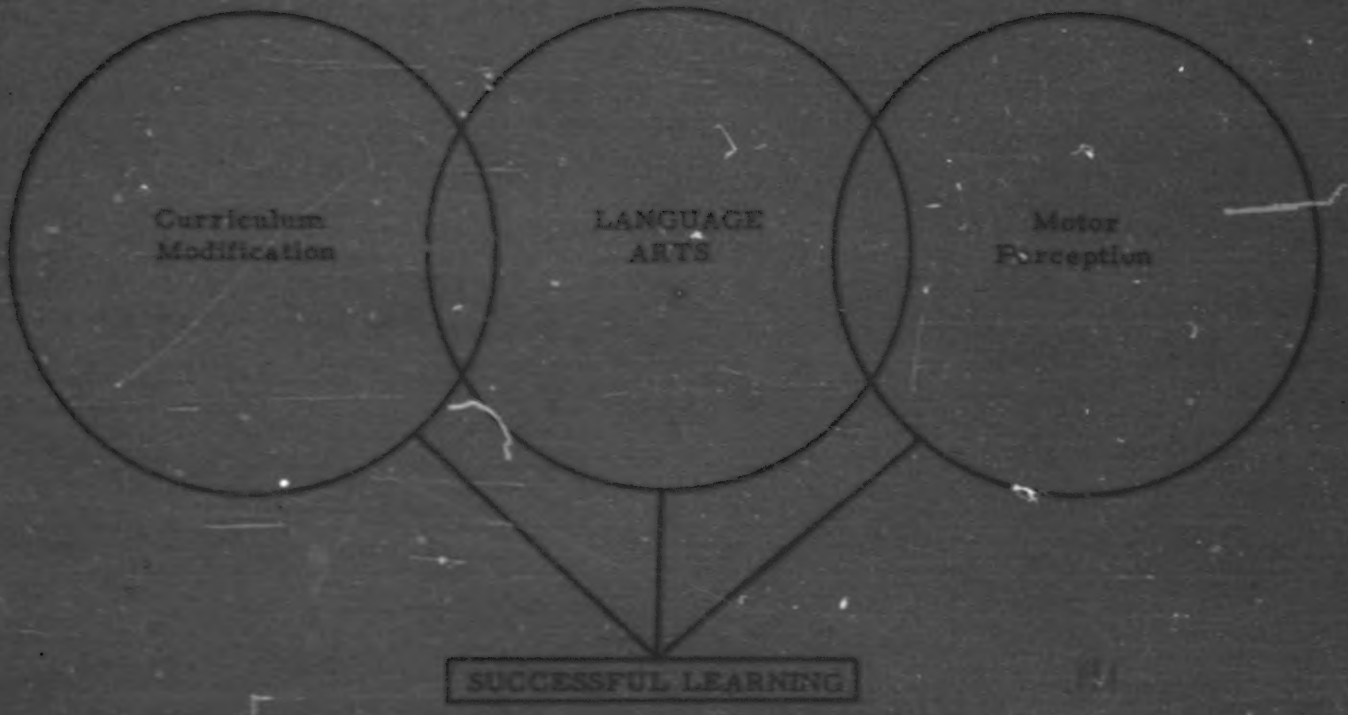

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Credit Sheet

Project Success Language Arts Guide

Credits are given to the following sources in the development of this guide.

A GUIDE TO TEACHING PHONICS by June Orton
Educators Publisher Services
75 Moulton Street
Cambridge, Mass. 1964

PROJECT READ GUIDE -- PHASE I -- VOLUMES I & II by Victoria Greene and Mary Lee Enfield
Bloomington Public Schools
Bloomington, Minn. 55431, 1971

SOLVING LANGUAGE DIFFICULTIES by Amey Steere, Caroline Z. Peck & Linda Kahn
Educators Publisher Services
75 Moulton Street
Cambridge, Mass. 02138, Rev. Ed. 1971

ORTON-GILLINGHAM TRAINING COURSE by Mrs. Paula Rome & Mrs. Jean Osman
Remedial Reading Center
622 5th Street S.W.
Rochester, Minn. 55901

GILLINGHAM TRAINING COURSE by Beth Slingerland
Renton, Washington

THE SCHMERLER INSTRUCTIONAL SEQUENCE AND STRATEGIES: FOR READING AND SPELLING by Florence Markey Schmerler

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INTRODUCTION

Project Success for the SLD Child has as its general goal the prevention of educational failure for the student with specific language disability. This goal is being reached through a program based upon new assumptions concerning how this student can best learn to handle language in order to cope successfully with the demands of his academic years. The student who is the target of Project Success has been labeled the Specific Language Disability Student not because language is the only area in which the youngster's difficulty manifests itself but because his characteristic inability to read, write, spell, and listen with facility despite a normal IQ has a devastasting effect upon his progress in almost all subjects of the curriculum. Whatever else his problem, his language problem is crucial and its solution is of highest priority.

What Are the Characteristics of an SLD Child?

The SLD Child is often:

--- a slow, laborious reader despite an average or above average IQ
--- a bizarre speller
--- clumsy and sloppy in handwriting skills
--- lost in space with directionality problems
--- uneven in performance, one day to the next, one subject to the next
--- a "reverser" of letters, numbers, and even words -- was for saw, on for no.
--- confused in processing what he hears
--- unable to express himself orally in a well organized way
--- hyperactive and inattentive
--- judged as lazy or recalcitrant by teachers and parents
--- discouraged

At least 10-20% of the school population are children who, despite average or above average general intelligence, intact senses, and normal motivation, are unable to perform successfully are unable to succeed in the regular curriculum. Lloyd Lockwood, who was content specialist of the team which validated Project Success and who heads a five-county diagnostic clinic in Salina, Kansas, stated that the fact that between 10 and 20 percent of intelligent children are not being taught successfully indicates that a change in educational technique is long overdue. Project Success was designed to fill that need.

What is the Project Success Program?

There are three major instructional components of the project: (1) A systematic phonetic language program with a multi-sensory approach, integrating all aspects of language -- reading, writing, speaking, and listening; (2) Motor perception training emphasizing

the relation of movement to learning in the area of muscular strength, dynamic balance, body awareness, spatial awareness, and temporal awareness in order to develop within the youngster the capacity to make efficient and effective use of his body; (3) Curriculum modification in other subject areas to allow SLD students to capitalize on strong modalities in demand or stress learning while weak modalities are being strengthened in the two foregoing program components. Curriculum modification is a translation of a child's need into an individualized learning program which will keep the child functioning in an adequate manner within the mainstream of education. The language arts program is the subject of this guide, but manuals are available in all three areas for teachers who are searching for alternative methods of teaching which are more geared to the learning styles of SLD children than are the conventional procedures commonly found in most schools.

The Language Program

This guide is organized into a series of lessons. Each lesson may take a varying number of days depending on the intelligence and the severity of disabilities of the children with whom the teacher is working. As the teacher uses this guide, she will want to remember the new assumptions about learning on which the guide is based.

The most important new assumptions and principles about the SLD Child and the procedures encorporating them are:

(1) The SLD Child learns best in a language program which integrates all aspects of language -- reading, writing, spelling, speaking and listening -- into one skills development process.

(2) The SLD Child learns to read and spell best by a system that places central emphasis is translated into a hierarchy of skills which in a systematic way teaches the child the letter-sound connections, the blending of sounds into syllables, and syllables into words. It is emphasized that the study of the names, sounds, and forms of the letters is central and the starting form from which all later knowledge is developed. The content is logically organized in a sequential program proceeding from the simplest elements to the more complex. Armed with a code-breaking method which frees him from depending on visual memory, the SLD Child has a reliable method by which he can decode words he "learned" but can not remember.

(3) The SLD Child learns best when a multi-sensory approach is used, offering all possible pathways to learning -- visual, auditory, tactile, and kinesthetic. The SLD Child's problem may be visual, auditory, or spatial -- or a combination -- but a multi-sensory approach will allow him to select the pathway which works for him and employ it for learning and at the same time affords him an opportunity to strengthen weak avenues of learning. The instructor should be alert to any problems of individual children caused

by "overloading" when using all the sensory channels. Some children will need to temporarily blot out the visual by shutting their eyes when using the sandtray (tactile and kinesthetic) to learn the movement of the hand in forming a letter or spelling a word.

(4) Systematic constant review is needed by the SLD Child to "lock in" his learning. The goal is competence in reading, writing, and spelling at an automatic level, but that level is not reached by the SLD Child with conventional methods and even when generally attained will not function flawlessly. When faulty functioning of the automatic occurs, he can once again use the manual level by which he has learned to read and spell. He has the tools within himself to "work out" a word -- a slow process but better than being lost as he is with conventional methods. Constant review will show to what extent learning has become automatic and upon which skills practice is still needed.

(5) Individualized learning stations are one of the best ways to offer practice to children in the skills areas where they need practice. These learning stations should be self-checking as much as is feasible and should employ multi-sensory techniques wherever possible. Teachers are urged to consider the use of volunteer aides -- high school students, parents, lay citizens, retired teachers — to help with the individualized learning stations. These volunteers can help make them and also are invaluable in assisting the teacher monitor the practice during the class time allotted to learning station activities.

Structure of the Classroom

The structure of the classroom is of extreme importance for creating a learning atmosphere for the SLD Child. A relaxed atmosphere, without tension, is what he desperately needs. He has enough tension caused by his disability -- so let's not add to it.

Since the SLD Child is very distractable, the teacher should not have to compete in the classroom for the child's attention. The classroom should not be cluttered with too many pictures, charts or have too many projects going on at once. The more simple the classroom the better. Especially, if small groups are working in various areas of the classroom they should be so placed that they do not interfere with the interaction of the teacher and the group with which she is working.

Proper seat placement for the SLD Child, is very necessary. The child's desk should be placed where the teacher and the child can have eye-contact. Place the child as far away as possible from students who bother other students.

It can be agony for a child who can barely use the alphabet to stretch constantly or fight glare. His desk must be placed where he can both see and hear the teacher and see the chalkboard clearly.

A kidney shaped table makes teaching the SLD Children more effective because it keeps the children within touching distance of the teacher. A light touch can bring back the straying attention of a child.

The SLD Child has so many problems. The structure of the classroom should help him to learn, not keep him from learning.

The SLD Teacher

The SLD Teacher, over and above being knowledgeable about what she is doing, must have a deep, unfailingly sympathetic understanding of the unique plight of her pupils.

Any teacher working with SLD Children must be patient, sympathetic, and resourceful in coping with a pupil's emotional and behavioral problems caused by his disability. With kindness must be firmness. The SLD Teacher has been described as a big non-melting M and M.

Voice level and tone of voice is important when working with these children and should be watched. The SLD Child must not be yelled at or talked to in a monotone or a "put on" voice. Proper modulation and emphasis gives the child a clue to what you want him to do. He needs all the help he can get. Being worried or upset seems to stop his learning process.

The three R's of the SLD Teacher are: Routine, Regularity and Repitition. The teacher must see to it that the SLD Child has a well-ordered classroom life. He learns better when a definite routine is followed. Doing things the same way each day gives him confidence.

An SLD Teacher will:

(1) Give the children five things to do well rather than ten things to be finished in a hurry.
(2) Emphasize accuracy rather than speed in reading, writing or spelling.
(3) Give one-step directions.
(4) Give the child a task in which he can shine so that each child leaves school each day with at least some small success.

A DAILY LESSON

Ideally, a language arts block of one and one half or two hours should be provided. The writing, spelling, reading, and language can then be integrated in a more meaningful way.

The teaching approach must utilize the simultaneous coordination of all four pathways of learning: the visual, auditory, tactile, and kinesthetic.

We use a direct approach to the teaching of phonics, presenting the sounds of the phonograms orally as separate units and teaching the process of blending them into syllables and words. It is a systematic, step by step approach, proceeding from the simpler to the more complex. Correct hearing of spoken sounds is an important element in the learning process.

The structure of the lesson is the same regardless of the length. The time should be divided into fourths; teaching the new skill and reviewing those previously taught, encoding or auditory blending, decoding or reading, and language skills. There is much overlapping in these areas and the time does not need to be strictly adhered to but this is a good over-all division.

As each letter sound is learned, the letter is added to a card pack. These card packs are reviewed twice each day. In the auditory part the child hears the sound and names the letter; in the reading part he looks at the letter and gives the sound.

Teaching the New Skill

The teacher presents the new skill to the children. This can be done in a variety of ways depending upon the skill and its difficulty. If it is a letter it may be written on the chalkboard and traced by the child. A felt or sandpaper letter may be used for the tactile approach. A key word may be used initially but should be dropped when it is no longer needed. The speed with which students are able to learn new sounds varies greatly according to the degree of disability. Each teacher must use her own judgment.

The new skill is then put on newsprint and the multi-sensory techniques are used. The child traces the letter three times with his fingers, saying and hearing the sound. Then he picks up his pencil and using the eraser end he again traces the letter, remembering <u>to say and hear the sound</u>. Next, he makes his own pattern, tracing it three times. He should be carefully observed to be sure that he is forming the letter correctly.

More advanced skills such as spelling rules must still be presented using multi-sensory techniques. An important part of this section is the review of skills previously taught. Much repetition is needed to make firm the memory.

Encoding (Auditory) Blending and Spelling

The encoding, or auditory part, begins with a card drill. The teacher holds the card pack with the letters facing her. It is important that the student look at the teacher's mouth as she pronounces each sound. The child repeats the sound and then makes the letter either in the air with his arm or on the table with his fingers, naming the letter as he forms it. When the card pack becomes large and the responses become accurate and automatic, only part of the pack may be used, the remainder being reserved for the reading card drill. The daily card drill is important and takes only a few minutes.

When the sounds of several consonants and a short-vowel sound have been learned, the student is ready to write two or three letter combinations. As new sound units are learned, they are used in combination with those he already knows -- sounding aloud simultaneously. The child must be trained to hear the sounds in their sequences in the spoken word, followed by their translation into the written forms with the appropriate letter symbols. Only phonetic words are used at this point.

Spelling goes right along with the phonics lesson. The following procedure is used for spelling:

(1) Teacher dictates the word
(2) Child repeats the word
(3) Child writes the word--sounding each letter as his hand writes the letter
(4) Child reads what he has written

Non-phonetic words are taught with the same procedure except that the child names each letter as he writes it. As each new skill is taught, it is incorporated into the spelling. The writing of sentences is begun as soon as the child is able to spell his first few words. Sentence writing is continued each day using as many of the previously taught skills as is possible.

Decoding (Visual) Reading

Begin with the visual card drill. The teacher shows the card and the student names the letter and the sound again making it in the air or on the table. The most important sound for each card should be mastered first until the response becomes automatic. After a student has been taught more than one sound for a card, he should then be expected to respond with all the sounds that he has learned. The letter names may be discontinued when they are no longer needed.

Blending drills are important to train the student to recognize visually any combination of letters, respond with the sounds, and combine them.

As the teacher gives the above card drill she places the letter cards in 2 or 3 groups on the chalkboard tray or a card holder facing the students. The teacher removes one card at a time from different

piles so that changing combinations are presented for the student to sound. Usually the combination will be a nonsense syllable but sometimes it will be a real word.

Reading material presented during the lesson period should be read orally. The student can then be given help when he has difficulty. The word lists, phrases, or sentences should not be grouped in any set pattern but should contain a variety of things which have been taught.

The student reads from a book or other material. Phonetic readers are best. The teacher should help the student with sound units which are not yet securely learned or with non-phonetic words he does not know. Following the line of print with fingers or markers should be encouraged. Oral reading in small groups is best.

Language

In order for a child to be able to communicate effectively, he must be able to participate in situations involving listening and speaking as well as reading and writing. A wide variety of situations and activities may be used.

Project Success staff is in the process of developing a program in this area. One of our best sources is the word structure program developed by Florence Schmerler and included in her book, The Schmerler Instructional Sequence and Strategies.

Some of the materials we are using are:

JUNIOR LISTEN AND HEAR by Slepian & Seidler
Follett Education Corporation

SOUND ORDER SENSE by Eleanor Semel
Follett Education Corporation

PEABODY LANGUAGE KIT
American Guidance Service, Inc.

THE SCHMERLER INSTRUCTIONAL SEQUENCE AND STRATEGIES: FOR READING AND SPELLING
Syntactical Structure and Vocabulary Development for Verbal and Written Expression by Florence Schmerler

PUNCTUATION PROGRAM CONTAINED IN THIS MANUAL

THE DAILY WRITING PROGRAM
Bloomington Public Schools
(In this manual)

*Learning stations, or reenforcement activities may be used in any section of the daily lesson wherever they are needed or time permits. This individualizes the instruction if these stations are designed to fit the needs of the student. For an explanation of learning stations refer back to the introduction.

Concepts

These are the concepts which are to be taught within the scope and sequence of this guide.

- There is a phoneme-grapheme relationship within the total language arts area.
- Vowels have significant value.
- A syllable is a word or word part having one vowel sound.
- The place value of ck, c and k is determined by the vowel and the number of syllables in a word.
- A digraph is a consonant cluster representing one speech sound.
- A closed syllable is determined by a single vowel closed in by a consonant at the end.
- A blend is a consonant cluster representing two or three sounds.
- When the vowel is followed by the r, the vowel sound is controlled by the r.
- A long vowel is determined by the position of another vowel or consonant.
- An open syllable ends in a single vowel that is long.
- C followed by i, e, y has the speech sound /s/.
  G followed by i, e, y has the speech sound /j/.
- New word-forms are developed by adding endings.
- Le is a unique syllable without a vowel sound found only at the end of words.
- There are rules to follow when adding endings to words.
- Some vowels have special pronunciations.
- There are exceptions in the pronunciation and spelling of long vowel words.
- The grapheme oo is a vowel team having two speech sounds as in /boo/ and /look/.
- Tion and sion represent the speech sound /shun/.
- There are unusual vowel combinations which have a short vowel sound.
- Diphthongs have place value with special sounds.
- Sometimes silent letters are found in consonant teams.

DEFINITIONS FOR THE TERMS USED IN THIS GUIDE

Auditory Discrimination: The ability to distinguish one speech sound from another.

Consonant Blends: Two or three consonant sounds truly blended together with no vowel sound between them.

Decoding: Receiving meaning; turning graphic patterns back into spoken language; symbol to sound.

Digraph: Two consonant letters representing a single consonant sound which cannot be represented by any one single letter in our alphabet.

Diphthong: The union of two vowel sounds to make a continuous sound.

Encoding: Writing, ie, going from sound to symbol.

Grapheme: Written symbol(s) representing a speech sound.

Linguistics: When used in relation to reading, it usually signifies an approach based on regularity of spelling patterns.

Modalities: The major channels, pathways or senses of learning.

Multisensory (V-A-K): A technique which uses all major channels of learning, (visual, auditory, and kinesthetic simultaneously.)

Patterning: Vocabulary structured according to spelling regularity. Words are patterned in sound or family units - often from vowel down.

Phoneme: The significantly discriminable sounds of a language. English has about 44 phonemes.

Phonograms: A character or symbol used to represent a word, syllable, or single speech sound. ar or

Prefix: A meaningful element that is affixed to the beginning of a root word or a derived or inflected form.

Reading: The mechanical skill of decoding print (written language.)

Root: The center or base to which prefix-suffix may be added.

Suffix: A meaningful element that is affixed to an end of a word.

Systematic Phonics: Reading and spelling approach based on direct sound-symbol relationship in logical order from simplest sound unit to most complex.

Visual Discrimination: The ability to distinguish one written symbol from another.

Vowel Team: Two vowel letters which occur together and always represent a single vowel sound.

Whole-word meaning: Reading approach based on learning decoding through a meaning approach to words. Words are kept in total units.

SCOPE AND SEQUENCE OF SKILLS

Lessons	Skills
1.	ă, b, f, s, m, t, c
2.	h, j, n, p, l
3.	r, g, d, v, k
4.	y, z, qu, x, w
5.	ĭ
6.	Syllable Concept
7.	Closed Syllable Concept
8.	ŭ
9.	ŏ
10.	ĕ
11.	Double f, l, s, z
12.	ck
13.	a & b Digraphs sh, th, ch, tch, wh
14.	ng, nk
15.	Initial Consonant Blends
16.	Final Consonant Blends
17.	Open Syllable
18.	Magic e
19.	Regular Long Vowel Teams
20.	Soft c and g
21.	Syllable le
22.	R Combination for Vowel Control
23.	Endings
24.	1-1-1 Rule
25.	Adding Suffixes to Magic e Words
26.	Adding Suffixes to Words Ending in y
27.	Irregular a Sounds ə au augh aw al
28.	Irregular i Sounds ə ie ild ind igh ign ite ive ice ile ine
29.	Irregular e Sounds ə ei(ā) eigh ey(ā) eu ea(ā) eau(ō) ew(ū)
30.	Irregular o Sounds oi oy ou ow ough oo ə
31.	tion sion
32.	Silent Letters
33.	Word Structure

Refer to:

PROJECT READ GUIDE -- PHASE I -- VOLUMES II by Victoria E. Greene & Mary Lee Enfield
Bloomington Public Schools
Dept. of Special Education
10025 Penn Avenue South
Bloomington, Minn. 55431

and/or

THE SCHMERLER INSTRUCTIONAL SEQUENCE AND STRATEGIES: FOR READING AND SPELLING by Florence Markey Schmerler
E.M.C. Corp.
180 East 6th St.
St. Paul, Minn. 55101

CATEGORIZATION OF WORDS

WITHIN A SYSTEMATIC PHONICS APPROACH

The analogy of traffic signal lights has been used for the categorization of words for this guide.

GREEN WORDS — (go words) Phonetically regular words for decoding and encoding.

example -- cat

YELLOW WORDS — (caution words) Words regular for decoding but following spelling generalizations for encoding

example -- back

RED WORDS — (stop words) Words irregular for both decoding and encoding

example -- the

Suggested Approaches for Teaching Red Words

1. The child says the letter names out loud while making the letters in the air while saying and listening to the sounds.
2. Use the word cards with the Language Master.
3. Flash card drill

PHONETICALLY IRREGULAR WORD LIST

(Red Words)

again
against
always
among
answer
any
are

beautiful
been
blood
both
break
build
built
busy
buy

canoe
clothes
come
cough
could

debt
do
does
done
door

enough
eye

flood
floor
forward
four
friend
from
front

give
gone
great

half
have
heart
honest
honor
hour

iron
island

laugh
live
lose
love

many
most
move

ninth
nothing

ocean
of
often
once
one
only
other

people
post
pretty
prove
pull
push
put

roll
rough

said
says
sew
shoe
should
some
son
steak
straight
sugar
sure

the
their
there
they
though
thought
through
to
too
today
toll
tough
toward
Tuesday
two

very

was
watch
Wednesday
were
what
where
who
whom
whose
wind
wolf
women
won
wore
worn
would

you
your

FORMING THE LETTER SOUNDS

b - lips together, slight explosion

s - teeth together, snake

m - mouth closed

f - tongue bounces, mouth open

c - candy caught in throat

h - just air

j - jelly, jam

n - tongue on roof of mouth

p - popping lips open

l - tongue on roof of mouth

v - teeth on lips

r - mad dog

d - tongue on roof of mouth, lips open

g - gargling sound comes from down in the throat and child can feel bounce in the throat

qu - /kq/ queen

x - clue: kiss -x-
encoding of letter
key word - box

y - yellow yarn

w - clue: no air is felt if hand is held in front of mouth
c is used with /a/ words
k is used with /i/ words in the initial position

ng - clue: feel, start on roof of mouth, slide down your throat

nk - clue: push it out

o - Miss Odd, the puppet, sings in the opera "ah"

th - tongue between teeth and air is blown out for unvoiced: tongue between the teeth and the air is vibrated for the voiced

sh - jaw together, tongue is in a medial position

wh - air is felt when hand is held in front of mouth

e - palate is bounced and the tongue is raised

Basic Lesson 1 a b f s m t c

A B F S M T C

Concepts: There is a phonene-grapheme relationship within the total language arts area.

Vowels have significant value.

Behavioral Objective: Given lower and upper case letters on flash cards all students will be able to name and give the sound of a b f s m t c and will be able to blend them to make words or syllables.

Procedure:

I. Skill a b f s m t c

A. Review sound-symbol relationship.

B. Introduce five letters that represent the vowels.
   1. Put alphabet on board and circle vowels.
   2. Write vowels on fingers.
   3. Write sentence: Wax melts in hot sun. Show that each word has a vowel.
   4. Introduce long and short vowels. Compare to students long and short name.

C. Teach a
   1. Teacher (T) shows letter and gives key word and sound. Child (ch) repeats a apple /a/.
   2. T. writes large a on board explaining direction and shape. One child traces the a while the rest make it in the air with arm straight.
   3. Receives copy of letter on newsprint.
   4. Traces with fingers.
   5. Copies letter.
   6. Makes own without pattern.

D. Repeat above for b f s m t c.

note--c is used for the /k/ before a, o, u.

II. Word Building and Spelling
Encoding (auditory)

A. Cards a b s f m t c
   1. Teacher (T) - What says /a/?
   2. Child (ch)-a (forms in air or on table) /a/.
   3. Writes

Continue through pack

B. Blending (see word list)
   1. Teacher pronounces word.
   2. Child (at letter chart) repeats word and builds it at the chart. Rest of class write word.
   3. Child at chart spells the word.

C. Spelling
Use words, phrases and sentences utilizing skills taught. (consonant) b f s m t c short vowel: a
examples: mat - on *the mat - The mat *is fat.

*Red flag words taught daily.

III. Reading
Decoding (visual)

A. Cards
   1. Teacher (holds up card) Tell me about this card.
   2. Child - a /a/ (forms in air or on table)

Continue through pack

B. Blending game
As the letter cards are read they are placed in 3 stacks with the vowel in the middle. The letters are blended and read as syllables.

C. Reading materials
   1. Charts
   2. Worksheets
   3. Word cards

Basic Lesson 2 h j n p l

H J N P L

Concept: There is a phoneme-grapheme relationship within the total language arts area.

Behavioral Objective: Given lower and upper case letters on flash cards, all students will name and give the sound of h j n p l and will be able to blend them with other letters learned to make words and syllables.

Procedure:

I. Skill h j n p l

A. Teach h
1. Teacher-Shows letter and gives key word and sound. Child-Repeats h house /h/ Present on chalkboard as in Basic Lesson 1.
2. Receives copy of letter on newsprint.
3. Traces with fingers.
4. Copies letter.
5. Makes own without pattern.

B. Continue with j n p l

C. Review a b f s m t c

II. Word Building and Spelling Encoding (auditory)

A. Cards a b f s m t c h j n p l
1. Teacher-What says /h/?
2. Child - h (forms in air)/h/ Continue through pack.
3. Write what says /h/

B. Blending (See word list)
1. Teacher-Pronounces word
2. Child - (at letter chart) Repeats word and builds it at the chart. Rest of class write word.
3. Child at chart spells word.

C. Spelling
Use words, phrases and sentences utilizing skills taught. (consonants: b f s m t c h j n p l short vowel: a
example: jam - at *the pan.
*A cat *has a ham.
*Red flag words taught daily.

III. Reading

A. Cards
1. Teacher - (shows card) Tell me about this card.
2. Child - h /h/ Continue through pack.

B. Blending game. (See lesson 1)

C. Practice in unlocking words. (Use phrases, words, and sentences from daily reading lesson-written on board or a transparency)

D. Reading from book
1. Materials
a. Merrill Linguistic Reader 1 pp. 1-20.
b. Word Cards

Basic Lesson 3 r g d v k

R G D V K

Concept: There is a phoneme-grapheme relationship within the total language arts area.

Behavioral Objective: Given lower and upper case letters on flash cards, all students will name and give the sound of r g d v k and will be able to blend them with any of the letters learned to make words or syllables.

Procedure:

I. Skill r g d v k

A. Teach r
1. T. - Shows letter and gives key and sound.
Ch. - Repeats r rug or rose /r/
Present on Chalkboard as in Basic Lesson 1
2. Receives copy of letter on newsprint.
3. Traces with fingers.
4. Copies letter
5. Makes own without pattern.

B. Continue with g d v k

C. Review a b f s m t c j n p l

note--Never end a word with a v. Add an e.
--Use the k before i, e, and y.

II. Word Blending and Spelling
Encoding (Auditory)

A. Cards a b s f m t c h j n p l r g d v k
1. T. - What says /r/?
2. Ch. - r rose /r/.
3. Continue through pack.
4. T. - Write what says /r/.

B. Blending (See word list)
1. T. - Pronounces word
2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of class write word.
3. Child at chart spells word.

C. Spelling
Use words phrases or sentences utilizing the skills taught (consonants): b f s m t c h j n p l r g d v k short vowel: a

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - r /r/.
Continue through pack

B. Blending game (See Lesson 1)

C. Practice in unlocking words. (Use words, phrases and sentences from daily reading lesson-written on board).

D. Reading from book
1. Materials
Merrill 1 pp. 21-70
Mac and Tab
Fat Sam pp. 1-7
Palo Alto pp. 1-53

Basic Lesson 4 y z qu x w

Y Z QU X W

Concept: There is a phoneme-grapheme relationship within the total language art area.

Vowels have a significant value.

Behavioral Objective: Given lower and upper case letters on flashcards all students will be able to name and give the sound of y z qu x w and blend them with any other letters learned to make words and syllables.

Procedure:

I. Skill y z qu x w

A. Teach y
1. T. - Shows letter and gives key and sound.
Ch. - Repeats y yellow yarn /y/.
Present on Chalkboard.
2. Receives copy of letter on newsprint.
3. Traces with fingers.
4. Copies letter.
5. Makes own without pattern.

B. Continue with z qu x w

C. Review all letters taught.

II. Word Blending and Spelling
Encoding (Auditory)

A. Cards: a b f s m t c h i n l r g d v y z qu x w
1. T. - What says /y/?
2. Ch. - y (forms in air) /y/.
3. Writes
Continue through pack

B. Blending (See word list)
1. T. - Pronounces word
2. Ch. (at letter chart) repeats word and builds it at the chart. Rest of class write word.
3. Child at chart spells the word.

C. Spelling
Use words, phrases, and sentences utilizing skills taught. (All consonants - short vowel: a).

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card)
Tell me about this card.
2. Ch. - y /y/.
Continue through pack

B. Blending game

C. Practice in unlocking words. (Use words, phrases and sentences from daily reading lesson-written on board).

D. Reading materials
Merrill 1 pp. 71-77
Word cards
Palo Alto 1 pp. 1-53

a plus consonants

a apple /ă/

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pad	dab	fat	wax
fan	mat	lap	mad
bat	rap	tam	dad
jab	sag	yap	van
tan	bad	map	mat
lap	gas	sat	sad
lax	nap	ham	cap
	fad		sam

Teacher may write phrases and sentences using this list.

Basic Lesson 5 i I

Concept: Vowels have significant value.

Behavioral Objective: Given i and I on flash cards, all students will be able to name and give the sound and will be able to blend with other letters learned to make words and syllables.

Procedure:

I. Skill i

A. Introduce i.
1. T. - Shows letter and give key and sound.
Ch. - Repeats i Indian /i/.
Present on chalkboard.
2. Receives copy of letter on newsprint.
3. Traces with fingers.
4. Copies letter.
5. Makes own without pattern.

B. Review any of letters previously taught.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards - all consonants a i
1. T. - What says /i/?
2. Ch. - i (forms in air) /i/
Continue through pack.
3. Write what says /i/.

B. Blending (See word list)
1. T. - Pronounces word.
2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of class write word.
3. Child at chart spells word.

C. Spelling
Use words, phrases, and sentences utilizing skills taught. (all consonants and short vowels: a and i).

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - i /i/.
Continue through pack.

B. Blending game

C. Practice in unlocking words. (Use words, phrases and sentences from daily reading lesson written on board)

D. Reading from book
1. Materials
a. Merrill 2 pp. 5-45
b. Word cards
c. The Tin Man
d. Palo Alto 1 pp. 1-53

i and consonants

i Indian /ĭ/

bin	fix	will	din
lip	sin	wig	yip
vim	rib	fit	mix
mit	dim	fin	quit
bid	kid	zip	six
sip	pin	lid	kin

Teacher may write phrases and sentences using this list and the a list.

Basic Lesson 6 Syllable Concept

Concept: A syllable is a word or word part having one vowel sound.

Behavioral Objective: Given a mulit-syllable word all students will identify the number of syllables by the vowel sounds.

Procedure:

I. Skill

A. Review ă, ĭ, and consonants
B. Listen for vowel sounds within one and two syllable words.
1. Steps
a. Say a two-vowel sound word.
b. Have child hold up finger for each vowel sound heard.
c. Write vowel sounds in sandtray.
d. Put sign for short vowel.
e. Repeat for one and two vowel sounds.
f. Write word or syllable on chalkboard. Ex.: rabbit.
g. Place short vowel sound over vowel.
h. Repeat for one and two vowel sound words.
2. Vocabulary

cat/nip	ran	nap/kin
win	mim/ic	zig/zag
cab	tid/bit	pat
tin	ban/dit	fan
tap	rab/bit	ad/mit
kid	bat/man	nit/wit
cat	sit	

3. Introduce the word "syllable" as meaning a word or part of a word with one vowel sound.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards - Consonants, a and i
1. T. - What says /ă/?
2. Ch. - a (forms in air) /a/.
Continue through pack
3. Write what says /a/.
B. Blending (See word list)
1. T. - Pronounces word
2. Ch. - (at letter chart) Repeats word and builds it at chart. Rest of class write word.
3. Child at chart spells word.
C. Spelling
Use words, phrases, and sentences utilizing skills taught. (All consonants, short vowels: a and i, two syllable words such as bat/man nap/kin.

III. Reading
Decoding (Visual)

A. Cards
1. T. - (Shows card) Tell me about this card.
2. Ch. - a /a/.
3. Continue through pack.
B. Blending game
C. Practice in unlocking words. (Use words, phrases, and sentences from daily lesson-written on board.)
D. Read from book
1. Materials
a. Merrill 1
Merrill 2 pp. 5-45
b. Word cards
c. Palo Alto Books 1 pp. 1-53

Accents

1. If two <u>like</u> consonants follow the first vowel, the first syllable is usually accented.

sum′ mer	mid′dle
vil′ lage	mit′ten
stop′ per	

2. A syllable containing a long vowel is usually accented.

pā′ per	seā′ son
ō′ ver	

3. A syllable ending with the <u>ck</u> is usually accented.

tick′et	crack′er
stock′ing	trick′y
lock′et	

4. A syllable containing a <u>single</u> vowel that is silent, scarcely heard or not sounded at all, usually is not accented.

Schwa sound

but′ton	kit′ten
grav′el	froz′en
car′rot	

Unaccented

5. A syllable which is a prefix or suffix usually is not accented.

report′	expect′	sad′ly	plant′ed
de vote′	be long′	grace′ful	rest′less
un just′	en large′	wind′y	inch′es

6. The last syllable in a word ending in <u>le</u> is not accented.

cir′cle	sta′ble
gen′tle	set′tle

7. If the last syllable in a word is <u>y</u>, the <u>y</u> is not accented.

man′y	lil′y
fair′y	ver′y

8. The last syllable in a word ending in a consonant followed by <u>y</u> usually is not accented.

plen′ty	dai′sy
hap′py	par′ty

Six kinds of syllables with vowel sound determined by syllable.

1. closed syllable - short (hăt)
2. open syllable - long (gō)
3. magic e syllable - long (hāte)
4. vowel team syllable - usually long (bōat)
5. r combination syllable -controlled vowel (fir)
6. consonant le syllable - no vowel sound (apple)

Syllabication

There are three division patterns.

1. Pattern VC/CV

When two consonants occur together in a work or when the same one is doubled, the word is dividied between the consonants.

hap/py candid tennis gossip nimbus
ditto pamper bandit goblet

2. Rule or Pattern V/CV or VC/V

When one consonant stands between two vowels, the consonant may belong in the first syllable, or in the second syllable.

V/CV (vowel long in first syllable)	VC/V (vowel in first syllable short)
lō/cust	trav/el
mū/sic	sŏl/id
dō/nate	lŏv/el
vō/cal	mĭm/ic
	sal/ad

3. -cle

In a word that ends with a consonant followed by le, divide in front of the consonant.

ta ble bab ble ban gle ca ble
cat tle can dle raf fle sta ple
spar kle

Basic Lesson 7 Closed Syllable Concept

Concept: A closed syllable is determined by a single vowel closed in by a consonant at the end.

Behavioral Objective: Given words containing one or more vowels, the student will identify the number of vowel sounds and syllables in each word.

Procedure:

I. Skill - closed syllable

A. Directly teach:
1. A short vowel must be followed by a consonant; cat, sit, pat. The consonant is like a door which closes in the vowel making it short.
2. In a polysyllable word having short vowels, each syllable will end in a consonant.
rabbit bandit picnic
catnip napkin zigzag
3. Syllable division usually occurs between two consonants. Divede two syllables by cutting cards with scissors. cat/nip
4. Formulate closed syllable rule.
a. A syllable is closed when the consonant immediately following the vowel ends the syllable.
b. The vowel in a closed syllable is always short.

note--For syllable division use /.

II. Word Building and Spelling Encoding (Auditory)

A. Cards - Consonants, i, a
1. T. - What says /a/?
2. Ch. - a (forms in air) /a/.
3. Write what says /a/.

B. Blending (See word list)
1. T. Pronounces word
2. Ch. (at letter chart) repeats word and builds it at the chart by syllable. Rest of class writes word.
3. Child at chart spells word.

C. Spelling
Use words, phrases, and sentences utilizing skills taught. (all consonants, short vowels: a and i, closed syllable words such as: can-did an-vil)

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. a /a/
Continue through pack.

B. Practice in unlocking words. (Use words, phrases, and sentences from daily reading lesson-written on board.)

C. Read from book
1. Materials
a. Merrill 1
Merrill 2 pp. 5-45
b. Word cards
c. Palo Alto Books 1, pp. 1-53

Closed Syllables in Polysyllable Words

Closed syllable - a syllable closed in with a consonant at the end of the syllable. The vowel is usually short.

Rule for Closed Syllable Division - When there are two consonants between two vowels, the division is between the two consonants.

VCCV

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rabbit	velvet	optic	goblin	nutmeg
tennis	catnip	muffin	banyan	offend
gossip	candid	tunnel	cutlet	annex
happen	hobnob	pollen	tonsil	campus
funnel	sandal	pippin	compel	sadden
fossil	muslin	comment	pastel	splendid
dobbin	signal	commit	unfit	system
bobbin	bandit	rattan	submit	petrol
funnel	index	annul	hamlet	pampas
aspic	anvil	allot	linden	dental
				hamlet

Note - Use only words containing vowels taught.

Basic Lesson 8 u U

Concept: Vowels have significant value.

Behavioral Objective: Given the letter u on a flash card students will be able to name the letter and give the sound and will also be able to blend it with other letters to make words and syllables.

Procedure:

I. Skill u

A. Introduce u
   1. T. - Shows letter and gives key and sound.
      Ch. - Repeats u umbrella /u/.
   Present on chalkboard.
   2. Receives copy of letter on newsprint.
   3. Traces with fingers.
   4. Copies letter.
   5. Makes own without pattern.

B. Review any of letters previously taught.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards - Consonants, i, a, u
   1. T. - What says /u/?
      Ch. - u (forms in air) /u/.
      Continue through pack.
   2. Write what says /u/.

B. Blending (See word list)
   1. T. - Pronounces word.
   2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of class write word.
   3. Child at chart spells word.

C. Spelling
   Use words, phrases, and sentences utilizing skills taught. (All consonants, short vowels a, i, and u, closed syllable words.)

III. Reading
Decoding (Visual)

A. Cards
   1. T. - (shows card) Tell me about this card.
   2. Ch. - u /u/.
      Continue through pack.

B. Blending game

C. Practice in unlocking words (Use words, phrases, and sentences from daily reading lesson-written on board.)

D. Read from book
   1. Materials
      a. Merrill 1
         Merrill 2
      b. Word cards
      c. Palo Alto 1 pp. 1-53

u = umbrella /ũ/

lug	nun	bud	sun
bun	mum	run	mug
gun	dug	rug	cut
dud	hug	tut	sup
dub	bug	sup	lux
tub	hum	hut	sum
pun	rum	nut	cub
			yum

Teacher may write phrases and sentences using this list and the a and i lists.

Basic Lesson 9 o O

Concept: Vowels have significant value.

Behavioral Objective: Given o and O on flash cards all students will be able to name and give the sound and will be able to blend with other letters to make syllables and words.

Procedure:

I. Skill o

A. Introduce o
   1. T. - Shows letter and gives key and sound.
      Ch. - Repeats o olive /a/
   2. Receives copy of letter on newsprint.
   3. Traces with fingers
   4. Copies letter
   5. Makes own without pattern.

B. Review any of letters previously taught.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards - consonants, a, i, o, u
   1. T. - What says /o/?
      Ch. - o (forms in air) /o/.
      Continue through pack.
   2. Write what says /o/.

B. Blending (See word list)
   1. T. - Pronounces word.
   2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of class write.
   3. Child at chart spells word.

C. Spelling
Use words, phrases, and sentences utilizing skills taught (all consonants, short vowels: a, i, u, and o, closed syllable words).

III. Reading
Decoding (Visual)

A. Cards
   1. T. - (Shows card) Tell me about this card.
   2. Ch. - o olives /o/.
      Continue through pack.

B. Blending game

C. Practice in unlocking words (Use words, phrases, and sentences from daily lesson-written on board).

D. Read from book
   1. Materials
      a. Merrill 1
         Merrill 2
         Merrill 3 pp. 5-14
      b. Word cards
      c. Al
      d. Palo Alto Books 1, 2, 3.

o = olives = /o/

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mob	pod	lot	lop
fob	mob	pop	bop
rob	mom	rod	gob
bob	tot	not	sob
cob	pot	fog	sod
nod	hot	dot	jot
hod	job		

Phrases and sentences

Basic Lesson 10 ĕ

Concept: There is a phoneme-grapheme relationship within the total language arts area. Vowels have a significant value.

Behavioral Objective: Given e and E on flash cards all students will be able to blend other letters to make syllables and sounds.

Procedure:

I. Skill ĕ

A. Introduce e
1. T. - Shows letter and gives key and sound.
Ch. - Repeats e elephant /e/.
2. Receives copy of letter on newsprint.
3. Traces with fingers.
4. Copies letter.
5. Makes own without pattern.

B. Review letters previously taught.

II. Word Building and Spelling Encoding (Auditory)

A. Cards - consonants, a, i, o, e, u
1. T. What says /e/?
2. Ch. - e (forms in air) /e/.
Continue through pack.
3. Write what says /e/.

B. Blending (See word list)
1. T. - Pronounces word
2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of class write word.
3. Child at chart spells word.

C. Spelling
Use words, phrases and sentences utilizing skills taught. (All consonants, short vowels a, i, u, o, and ĕ, closed syllable words.

II. Reading

A. Cards
1. T. - (Shows card) Tell me about this card.
2. Ch. - e /e/.
Continue through pack.

B. Practice in unlocking words. (Use words, phrases, and sentences from the daily lesson-written on board).

C. Reading from the book.
1. Merrill 1, 2, 3, 4
2. Word cards
3. The Wig Meg
Ed Ted
The Jet Tim
Ben Bug
4. Palo Alto Book 4

e and the consonants

e = elephant /ĕ/

bed	vet	ked	wet
den	keg	Ned	Deb
pet	beg	ten	web
wed	hem	hen	Rex
bet	led	pen	vex

Phrases and sentences.

Basic Lesson 11 Double f l s z

Concept: The doubling of s, l, f, and z is determined by place value.

Behavioral Objective: Given lists of one syllable words which end in ss, ll, ff, or zz, the students will spell them correctly.

Procedure:

I. Skill ss ff ll zz

A. Introduce spelling generalization, double f, l, s, and z in most one syllable words after a short vowel.
B. Ch. - Receives copy of letters on newsprint.
   1. Traces with fingers.
   2. Copies letter.
   3. Makes own without pattern.
C. Review any of consonants and vowels.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards - consonants
   1. T. - What says /d/?
   2. Ch. - d (forms in air) /d/.
   Continue through pack.
   3. Write what says /d/.
B. Blending (See word list)
   1. T. - Pronounces word
   2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of class will write word.
   3. Child at chart spells word.
C. Spelling
Use words, phrases and sentences utilizing skills taught (all consonants, all short vowels, closed syllable words and f l s z doubling rule).

III. Reading
Decoding (Visual)

A. Cards
   1. T. - (shows card) Tell me about this card.
   2. Ch. - f /f/.
   Continue through pack
B. Practice in unlocking words (Use words, phrases, and sentences from daily reading lesson-written on board.)
C. Reading from book
   1. Materials
      Merrill 1
      Merrill 2 pp. 5-45
      Word cards
      Palo Alto Book 4

Double f l s z

Double the f, l, s, z in most one-syllable words after a short vowel.

f	l	s	z
off	dull	mass	buzz
muff	doll	bass	jazz
skiff	bell	pass	razz
scuff	bill	miss	fizz
sniff	pill	kiss	bizz
snuff	mill	hiss	
stiff	kill	boss	
cliff	spill	fuss	
bluff	thrill	toss	
stuff	smell	brass	
gruff	still	dress	
whiff	twill	Swiss	
staff	grill	press	
fluff	swill	grass	
	swell	cross	
	spell	bless	
	frill	class	
	drill	glass	
	quill	gloss	
	skull		

Note - Be sure that all skills have been taught before the word is used.

Phrases and sentences.

Basic Lesson 12 ck

Concept: The place value of ck is determined by the vowel and the number of syllables in a word.

Behavioral Objective: Given a set of words orally containing the /k/ the student will classify them by spelling categories and be able to write them.

Procedure:

I. Skill k ck

A. Teach k
1. T. - Shows letter and gives key and sound.
Ch. - Repeats k kite /k/.
Present on chalkboard.
2. Receives copy of letter on newsprint.
3. Traces with fingers.
4. Copies letter.
5. Makes own without pattern.

B. Continue with ck
1. Write c and k words on board.
2. Formulate the rule:
C is used with /a/, /o/, and /u/ words.
K is used with /i/, /e/, and /y/ words in initial position.
CK is used at end of word after a short vowel.

C. Review (all letters learned)
T. - Pronounces letters.
Ch. - Writes letters

II. Word Blending and Spelling
Encoding (Auditory)

A. Cards: all consonants a and i
1. T. - What says /c/?
2. Ch. - c cake /c/, k kite /k/, ck Jack /ck/.
3. Continue through pack.
4. T. - Write what says /c/.

B. Blending (See word list)
1. T. - Pronounces word
2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of class will write word.
3. Child at chart spells word.

C. Spelling
Use words, phrases and sentences utilizing skills taught (all consonants, all short vowels, closed syllable words, doubling rule for f l s z and ck rule).

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - c /c/, k /k/, ck /ck/
Continue through pack.

B. Blending game

C. Practice in unlocking words.
(Use words, phrases, and sentences from daily reading lesson-written on board.)

D. Reading from book
1. Materials
a. Merrill Bk 1
Bk 2 pp. 5-45
b. Word cards

ck

ck - Use ck for the /k/ after a short vowel and it occurs at the end of a word or syllable.

back	deck	sack	nick
pick	luck	lick	mock
neck	kick	buck	tock
dock	pack	cock	stock
tick	sock	chick	stick
lock	slick	stuck	jacket
quick	check	sick	pocket
shack	rock	peck	locket
kick	duck	tuck	

Phrases and sentences

Basic Lesson 13a Digraphs sh th

Concept: A digraph is a consonant cluster representing one speech sound.

Behavioral Objective: Given words containing the final consonant digraphs sh, th, ch, tch, and wh, students will be able to pronounce these words and be able to blend them with other letters in spelling.

Procedure:

I. Skill sh th

A. Introduce sh and th
1. T. - Shows letters and gives key and sound.
   Ch. - Repeats sh ship /sh/.
2. Receives copy of letter on newsprint.
3. Traces with fingers.
4. Copies letter.
5. Makes own without pattern.

B. Review any of letters previously taught.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards - Consonants, vowels
1. T. - What says /sh/?
2. Ch. - sh (forms in air) /sh/.
   Continue through pack
3. Write what says /a/.

B. Blending (See word list)
1. T. - Pronounces word.
2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of class will write word.
3. Child at chart spells word.

note--Teach 2 sounds for th.
Thimble Then

C. Spelling
Use words, phrases, and sentences utilizing skills taught. (all consonants, all short vowels, closed syllable words, doubling rule for f l s z, digraphs sh and th).

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - **sh** /sh/.
   Continue through pack.

B. Practice in unlocking words (Use words, phrases and sentences from daily reading lesson-written on board.)

C. Read from book
1. Materials
   a. Merrill 1
      Merrill 2 pp. 5-45
   b. Word Cards
   c. Fat Sam

Digraphs sh wh

A digraph is a consonant cluster representing one consonant sound (different from a blend.)

---

sh = ship /sh/

shed	dash
ship	dish
shall	mesh
shop	mush
shut	slush
shift	crush
sham	flash
shaft	flush
mash	splash
wish	sel fish
thrush	van ish
thresh	pol ish
swish	bash ful
fresh	ush er
wish	

th = this /th/

this	the
that	those
then	these
than	thence
them	both er
thus	with in
thou	thy self
thine	rath er
thy	

th = thimble /th/

thin	health	throat
thick	wealth	thong
thud	thrush	thing
thug	throne	think
thump	thrive	thank
thrash	thread	thatch
throb	thrust	thun der
thrice	bath	throt tle
tooth	path	ther mal
teeth	sloth	thick et
three	Thor	thim ble
thrill	thirst	theft
thrift	third	thorn
thresh	thief	stealth
throw	threw	with
thaw	math	breath

Note - Use only those words where all skills have been taught.

Basic Lesson 13b ch tch wh

Procedure:

I. Skill ch tch wh

A. Introduce ch, tch, wh
1. T. - Shows letters and gives key and sound.
Ch. - Repeats ch chair /ch/.
2. Receives copy of letter on newsprint.
3. Traces with fingers.
4. Copies letter.
5. Makes own without pattern.

B. Review sh and th

note--Teach that tch comes at the end of a word after a short vowel.
tch exceptions:
such which much rich

note-- Children may learn sentence:
Such rich men gave us much candy which we ate.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards - Consonants, ng, nk, i, a, and digraphs ch, tch, sh, wh, th
1. T. - What says /sh/?
2. Ch. - sh (forms in air) /sh/.
Continue through pack
3. Write what says /sh/.

B. Blending (See word list)
1. T. - Pronounces word.
2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of class will write word.
3. Child at chart spells word.

C. Spelling
Use words, phrases and sentences utilizing skills taught. (all consonants, all short vowels, closed syllable words, doubling rule for f l s z, digraphs sh, th, ch, tch, wh.)

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - ch /ch/.
Continue through pack.

B. Blending game

C. Practice in unlocking words (Use words, phrases, and sentences from daily reading lesson-written on board.)

D. Read from book
1. Materials
a. Merrill 1
Merrill 2 pp. 5-45
b. Word cards

Digraphs ch tch wh

---

ch = chair /ch/

chin	quench	chain	grouch
chip	pinch	cheese	chance
chop	much	church	pouch
chuck	rich	perch	branch
chill	bunch	torch	breach
chick	lunch	starch	scorch
check	such	chief	inch
chest	crunch	flinch	chat
chant	ranch	chirp	march
			mulch

Rule - The final /ch/ is usually spelled tch after a short vowel in a one syllable word.

-tch catch /ch/

pitch	ditch	botch	Dutch
patch	witch	crutch	Scotch
notch	hitch	splotch	stretcher
match	kitchen	scratch	satchel
fetch	stitch	clutch	kitchen
hatch	pitcher	sketch	hatchet

Exceptions: much - such- rich - which

wh = wheel /hw/

whip	whelp	white	whence
when	whim	wheat	what
whist	why	while	whey
whap	whale	whish	whisk
whack	whine	whang	whis per
whop	whoa	which	whirl pool
whet	wheel	whirl	whin ny
whiff	whee		

Digraph (grapheme)

The grapheme ch is rarely used to represent /sh/ and when it does these words come to us from the French language.

Chicago	machine	chenille
chiffon	mustache	pistachio
chandelier	brochure	chute
parachute	sachet	

When ch represents phoneme /k/ the words come to us from Greek language.

chord	christ	chemistry
chrome	chorus	christian

Basic Lesson 14 ng nk

Concept: There is a phoneme-grapheme relationship within the total language arts area.

Behavioral Objective: Given ng and nk on flash cards all students will be able to give sound and be able to blend this sound with other letters to make words and phrases.

Procedure:

I. Skill ng nk

A. Introduce ng and nk
1. T. - Shows letters and gives key and sound.
Ch. - Repeats ng sing /ng/.
2. Receives copy of letters on newsprint.
3. Traces with fingers.
4. Copies letters.
5. Makes own without pattern.
6. Do the same with nk. (sink)

B. Review any of the letters previously taught.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards - Consonants, a, i, ck, ng, nk.
1. T. - What says ng?
Ch. - ng (forms in air) /ng/.
2. Repeat for nk.
3. Write what says nk and ng.

B. Blending (See word list)
1. T. - Pronounces word.
2. Ch. - (at letter chart) Repeats word and builds it on chart. Rest of class will write.
3. Child at chart spells word.

C. Spelling
Use words, phrases, and sentences utilizing skills taught. (all consonants, all short vowels, closed syllable words, doubling rule for f l s z, digraphs sh, th, ch, tch, wh, ending ng and nk)

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - ng /ng/.
Continue through pack.

B. Blending game

C. Practice in unlocking words. (Use words, phrases, and sentences from the daily reading lesson written on the board.)

D. Reading from book
1. Materials
a. Merrill 1
Merrill 2 pp. 5-45
b. Word cards

Letter Combinations

---

ng

ing	ang	eng	ong	ung
sing	sang	length	long	flung
wing	bang	strength	thong	hung
bring	sprang		bong	strung
spring	clang		dong	swung
fling	whang		song	stung
string			throng	sung
ding-dong			strong	
swing				
cling				
sting				

nk

ink	ank	onk	unk
wink	bank	honk	hunk
mink	hank	monk	slunk
kink	clank		clunk
slink	spank		bunk
chink	drank		spunk
think	crank		drunk
stink	rank		trunk
drink	flank		
brink	blank		
crinkle			
rink			
blink			
trink et			
blank et			
junk et			
shrunk en			
don key			

Phrases and sentences

Basic Lesson 15 Initial Consonant Blends

Concept: A blend is a consonant cluster representing two or three sounds.

Behavioral Objective: Given a word and a list of blends, the student will identify the blend contained in the word.

Procedure:

I. Skill--Consonant blends

A. Introduce blending of letters

1. Teach in groups

a.	b.	c.
bl	br pr	sc
gl	fr dw	sm
cl	tr tw	sn
pl	cr shr	sp
fl	dr thr	st
sl	gr	sw
		sk

II. Word Building and Spelling
Encoding (Auditory)

A. Cards - Consonants, vowels, sh, ch, tch, wh, th, ng, nk
1. T. - What says /bl/?
2. Ch. - bl (forms in air) /b/
3. Write what says /bl/.

B. Blending (See word list)
1. T. - Pronounces word.
2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of class will write.
3. Child at chart spells word.

C. Spelling
Use words, phrases, and sentences utilizing skills taught. (all consonants, all short vowels, doubling rule for f l s z, digraphs, sh, th, ch, tch, wh, endings ng and nk, and initial blends).

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - bl /bl/.
Continue through pack.

B. Blending game

C. Practice in unlocking words (Use words, phrases and sentences from daily reading lesson-written on board.)

D. Read from book
1. Materials
a. Merrill 1
Merrill 2
b. Word cards

Initial Blends

A blend is a consonant cluster representing two or three sounds (differing from a digraph).

---

black	spade	step	frame	swam
blade	span	still	fret	swell
bled	spell	stem	fresh	swim
bless	spend	stack	frill	swum
block	spin	stick	frog	swift
blush	spot	stand		switch
	spun	stamp	grade	
click	splash	stole	grand	twig
cluck	split	stove	grape	twine
clap	splint	stop	grip	twist
clip			grit	twins
club	slash	trim	grin	twill
	slab	trip	grunt	
flag	slam	trod	grate	quack
flake	sled	trot		quill
flat		truck	press	quilt
flax	skip		pride	quit
flop	skim	bran	prize	quite
flash	skin	brag	print	quiz
	skiff	brave		quick
glad		brick	smell	
glass	scat	brim	smash	thrill
globe	scale		smile	throb
glide	scant	crab	smoke	thrive
	score	crack	smack	throne
plan	scamp	crop		thrash
plant		crisp	snake	thrush
plate	stretch	crib	snap	thrust
plot	strip	crush	sniff	
plum	strict		snuff	shrub
	strike	drag	snipe	shrill
	strap	dress	snore	shrimp
		drift		shred
		drill		shrug
		drop		
		drip		dwell
				dwarf

Note - Use only those words where the skill has been taught.

Phrases and sentences.

Basic Lesson 16 Final Consonant Blends

Concept: A blend is a consonant cluster representing two or three sounds.

Behavioral Objective: Given a word and a list of blends, the student will identify the blend contained in the word.

Procedure:

I. Skill - final blends

A. Introduce
st nd nt mp
ft lk ct nch
sp sk

B. Review some of letters taught.

II. Word Building and Spelling Encoding (Auditory)

A. Cards - consonants, degraph, initial and final blends, vowels ng, nk
1. T. - What says /mp/?
2. Ch. - mp (forms in air) /mp/.
Continue through pack.
3. Write what says /mp/.

B. Blending (See word list)
1. T. - Pronounces word
2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of class will write word.
3. Child at chart spells word.

C. Spelling
Use word, phrases, and sentences utilizing all skills taught thus far, add initial and final consonant blends.

III. Reading

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - lk /lk/.
Continue through pack

B. Blending game

C. Practice in unlocking words. (Use words, phrases, and sentences from daily lesson-written on board.)

D. Reading from book
1. Merrill 1 and 2
Merrill 3 pp. 5-14
2. Word card
3. Palo Alto Book 5

Final Consonant Blends

list	camp	fact	grasp
must	damp	direct	crisp
best	limp	expect	lisp
test	lamp	exact	wisp
west	bump	act	
rest	jump		risk
fist	pump	ranch	brisk
mist	romp	inch	husk
		bunch	dusk
and	gift	pinch	musk
hand	lift		tusk
end	rift		
mend	sift		
send			
wind	elk		
pond	milk		
	silk		
bent	bulk		
rent			
sent			
tent			
went			
tint			
hunt			

Basic Lesson 17 Open Syllable

Concept: An open syllable ends in a single vowel that is long.

Behavioral Objective: Given a group of one-syllable words having a vowel at the end of their open syllable, the student will blend the sound patterns together to pronounce each word.

Procedure:

I. Skill Open syllable

A. Review: concept of a closed syllable (when the back door is closed by a consonant, the vowel is short.)

B. Introduce: When the back door is left open by the absence of a consonant, the vowel will be long.

not	hen	sob	wed
no	he	so	we
shed	got	met	bell
she	go	me	be

C. Formulate: We have learned two or three conditions under which a vowel will be long.
1. Magic e
2. Open syllable

II. Word Building and Spelling
Encoding (Auditory)

A. Cards - consonants, vowels, blends, digraphs, nk, ng
1. T. -What says /o/?
2. Ch. - o (forms in air) /o/
3. Write what says /o/.

B. Blending (See word list)
1. T.-Pronounces word
2. Ch.-(at letter chart) repeats word and builds it at the chart. Rest of class will write.
3. Child at chart spells word.

C. Spelling
Use words, phrases and sentences utilizing all skills taught thus far. Add initial and final blends and open syllable words.

III. Reading
Decoding (Visual)
A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. a /a/
Continue through pack

B. Practice in unlocking words. (Use words, phrases, and sentences from the daily lesson written on board.)

C. Reading from book
1. Materials
a. Word cards
b. Merrill 1, 2, 3, 4
Merrill 5 pp. 5-39

Basic Lesson 18 Magic e Syllable

Concept: A long vowel is determined by the position of another vowel or consonant.

Behavioral Objective: From a selected group of one-syllable words the students will create new words containing the cvc configuration by adding final e to each one, and use each word by placing it in a sentence.

Procedure:

I. Skill magic e

A. Under only three conditions will a vowel be long.
   1. Magic e (make)
   2. Open syllable (me)
   3. Vowel team (coat)

B. Technique for introducing magic e. An e is magic if it is in the final position of the word and it is preceded by a vowel and single consonant. (cvce)
   1. Show that a short vowel can be changed to a long one by the place value of the e.
      mad-made cap-cape
      tap-tape hat-hate
   2. Story technique - The magic e reaches over one consonant and sprinkles magic dust on the vowel making the vowel long.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards - consonants, vowels, blends, digraphs, ng, nk,
   1. T. - What says /bl/?
   2. Ch. - bl (forms in air) /bl/.
   3. Write what says /bl/.

B. Blending (See word list)
   1. T. - Pronounces word.
   2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of class will write words.
   3. Child at chart spells word.

C. Spelling
Use words, phrases, and sentences utilizing all skills taught thus far. Add initial and consonant blends, open syllable words and magic e words.

III. Reading
Decoding (Visual)

A. Cards
   1. T. - (shows card) Tell me about this card.
   2. Ch. - a /a/.
   Continue through pack.

B. Practice in unlocking words (Use words, phrases, and sentences from the daily lesson-written on board.)

C. Reading from book
   1. Materials
      a. Word cards
      b. Merrill 1, 2, 3, 4
         Merrill 5 pp. 5-39
      c. The Big Game
         Mac is Safe
      d. Palo Alto Books 6,7

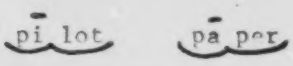
Open Syllable

An open syllable ends in a single vowel that is long.

o /ō/	e /ē/	i /ī/	a /ā/	y /ī/	u /ū/
no	he	hi	ba by	my	mu sic
go	me	spi der	la dle	why	mon u ment
so	she	rival	ta ble	by	tu lip
o pen	we	bi cycle	na tion		cu pid
o mit	be	tri pod	pa per		u nit
po lite	be come	ti ger	ba con		u nite
po ny	be side	si lent			pu pil
so lo	he ro	pi lot			
no ble	re take	i tem			
lo tion	de file	cri sis			
	be have				
	fe line				
	se cret				

Syllable Division (VCV)

Rule 2 - When there is one consonant between two vowels, the consonant usually goes with the second vowel. The vowel ending the first syllable is long.



rival	tyrant	silent	music	borax
climax	apex	humus	topaz	Ural
agent	final	bonus	vacate	unit
spoken	Salem	fracas	tirade	ajax
demon	rodent	human	ozone	vocal
tripod	craven	totem	item	zenith
Jason	lotus	crisis	label	sequel
tulip	focus			

Note - Use only those words where the skills have been taught.

Magic E

A vowel,when followed by a consonant and a silent e, is long.

---

at - ate	hit - bite	rid - ride
not - note	mad - made	Tim - time
us - use	Sam - same	hid - hide
hop - hope	man - mane	kit - kite
	fin - fine	

Long a /a/

a-e	i-e	e-e	o-e	u-e
lake	mire	mere	woke	use
cake	drive	breve	robe	plume
wave	gripe	these	glove	ruse
chase	spine	theme	broke	pure
shave	smite	Pete	drove	brute
rage	white	eke	joke	cute
slave	shine	scene	more	prune
crave	twice	here	bone	June
slate	fire	sphere	prone	huge
shave	snipe	eve	scope	impure
gage	price	convene	stove	dispute
place	tire	supreme	those	misuse
grace	hire	complete	yoke	perfume
pace	time	extreme	core	
bare	snipe	inquire	grove	
stare	ignite	athlete	home	
glare	describe	stampede	note	
flare	subscribe		rope	
game	combine		close	
gave	inspire		implore	
ate				
inhale				
stockade				
forsake				

Basic Lesson 19 Regular long-vowel teams

Concept: A long vowel is determined by the position of another vowel or consonant.

Behavioral Objective: Given a list of words containing a vowel team, the student will derive a rule for pronouncing that vowel team.

Procedure:

I. Skill

A. Review that under three conditions a vowel will be long
1. Magic e
2. Open syllable

B. Introduce the third condition-vowel teams.
1. Lay out the single vowel cards.
2. The third condition-a vowel can be long if it belongs to a team.
a. Develop: a vowel team must have two members.
b. Develop: the first member of the team will say his long name.
c. Develop: each vowel has a certain number of teams.

a	e	o	i	u
ai	ee	oa	ie	ui
ay	ea	oe		
	ei	ou		
		ow		

note--Teach that a syllable containing a vowel team is called a double vowel or diphthong syllable.

II. Word Building and Spelling Encoding (Auditory)

A. Cards
1. T. - What says /a/?
2. Ch. - a /a/.
3. Write what says /a/.

B. Blending (See word list)
1. T. - Pronounces word
2. Ch. - (at letter chart) Using vowel team cards, build words - rest write.

C. Spelling
Use words, phrases and sentences utilizing all skills taught thus far. Add regular vowel teams--ai, ay, ee, ea, ei, oa, oe, ou, ow, ie and ui.

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - a /a/.

B. Practice in unlocking words (Use words, phrases, and sentences from the daily lesson-written on board.)

C. Reading from book
1. Materials
a. Word Cards
b. Merrill 1, 2, 3, 4
Merrill 5 pp. 5-104
c. The Fire
The Bee
The Goat

Vowel Teams

Regular long-vowel teams

A vowel team must have two members and the first vowel will be long.

ay usually occurs at the end of a word or syllable.

ai usually occurs within the word or syllable.

ay		ai		
day	jay	mail	stair	train
say	gray	paid	raisin	quail
lay	staying	jail	daisy	chair
way	sway	tail	daily	painless
may	tray	wail	slain	ailment
ray	pay	gain	wait	derail
bay	play	grain	fail	quaint
hay	pray	pain	rain	traitor
gay	clay	brain	maid	campaign
slay	betray	waist	nail	raiment
decay	portray	hail	strain	entertain
	delay	paint	plain	domain
	relay	saint	flail	painless
	stray			

ee feet /ē/

feed	feet	seed	weed	three
feel	seem	keep	jeep	queen
greed	reed	peep	speech	creek
see	week	seen	deer	cheek
deep	beet	heel	beef	screen
peek	need	whee	peel	street
breeze	bleed	greet	wheeze	glee
sneeze	freeze		fleet	sweet

ea eat /ē/

sea	peacock	season	meat	mean
ear	treaty	weakling	flea	east
year	peak	peanut	beaver	scream
read	leak	wheat	treatment	leaves
dear	clear	weave	measles	teamster
beach	dream	veal	meal	leaflet
beast	team	treat	sneak	beaver
peanut	leaf			

ei celing /ē/

ceiling	deceit	neither	leisure	conceive
sheik	seize	receive	conceit	perceive
deceive	either	receipt	weird	conceit

oa boat /ō/

boat	coach	moan	oar	loan
coat	oak	roast	toad	foam
road	loaf	soak	boast	goal
roar	oats	goat	coal	soak

oe toe /ō/

woe	doe	hoe	roe	
toe	foe	Joe	poem	

ou four /ō/

pour	course	though	boulder	poultry
four	court	mould	court	source
soul	dough	thorough	shoulder	

An ow usually comes at the end of a word unless it ends with n, l, or er.

ow snow /ō/

blow	elbow	window	grow	lower
low	bow	sparrow	pillow	glow
crow	own	sorrow	willow	yellow
mowing	row	tow	flow	disown
blown	snow	show	bowl	below
meadow	slow	fellow	marshmallow	

ie pie /ī/

tie	lie	hie
pie	die	necktie

ui suit /ū/

suit	fruit	cruise	bruise	pursuit
		recruit		

Basic Lesson 20 soft sounds of c and g

Concept: C followed by i, e, y has the speech sound /s/. G followed by i, e, y, usually has the speech sound /j/.

Behavioral Objective: Given words containing the soft c and g sounds in the initial, medial or final position, the student will pronounce these words.

Procedure:

I. Skill

A. Some speech sounds have more than one symbol:

/k/	/er/	/ch/
c	er	ch
k	ir	tch
ck	ur	

B. Introduce: The speech sound /s/ for c followed by i, e, y.

C. Introduce: The speech sound /j/ for dge and for g followed by i, e, y.

D. Review any skill taught.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards - consonants, vowels, blends, digraphs, ng, nk
1. T. - What says /s/?
2. Ch. - s (forms in air) /s/ c (city) /c/.
Continue through pack.
3. Write what says /s/.

B. Blending (See word list)
1. T. - Pronounces word.
2. Ch. - (at letter chart) Pronounces word, finds vowel sound first and builds word. Rest of class will write word.
3. Child at chart spells word.

C. Spelling
Use words, phrases and sentences utilizing all skills taught thus far. Add the soft sounds of c and g.

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - v /v/.
Continue through pack.

B. Practice in unlocking words (Use words, phrases. and sentences taken from daily lesson-written on board.)

C. Reading from book
1. Materials
a. Merrill 1, 2, 3, 4
Merrill 5 pp. 5-39
b. Word cards
c. Palo Alto Book 8-9

Soft sounds of c and g.

c followed by e, i or y has the sound of /s/.

g followed by e, i or y has the sound of /j/.

---

ce	ci	cy	ge	gi	gy
face	city	cycle	urge	gin	gym
recess	cite	cyclone	rage	ginger	stingy
cent	slice	mercy	gent	margin	gypsy
trace	ice	cypress	agent	gist	gyro
cancel	nice	bicycle	wage	magic	gypsum
fleece	voice	cylinder	page	rigid	gymnast
dance	rice	cymbal	large	frigid	
grace	lice		plunge		
lace	council		forge		
pace	cipher		George		
mince	pencil		range		
glance			gem		
sauce			germ		
			midget		
			badge		
			judge		
			edge		

Eceptions: g followed by e, i, or y keep the hard sound.

give	gingham	gear	finger	get	giddy
eager	anger	giggle	geese	forget	tiger
gilt	girl	gift	gizzard		

dge bridge /j/

edge	wedge	ledge	fudge	drudge
budge	judge	smudge	lodge	midge
ridge	dredge	fledge	trudge	grudge
badge	hedge	dodge	bridge	pledge

Basic Lesson 21 Syllable le

Concept: le is a unique syllable without a vowel sound, found only at the end of words.

Behavioral Objective: Given words ending in le the student will be able to divide into syllables and read them correctly.

Procedure:

I. Skill

A. Review: Open and closed syllables and syllable division.

B. Introduce in this progression:

1. Lock in the following syllables through the use of the sandtray or newsprint:
   ble fle gle kle dle
   tle cle zle ple
2. Build words using closed syllables where both consonants are heard:
   stumble handle
   simple shingle
   sparkle purple
   bundle thimble
   dimple angle
   uncle
3. Build words using open syllable:
   cradle steeple
   rifle eagle
   bugle maple
   stifle cable
   staple idle
   table bridle
4. Discover: When you hear only one consonant after a short vowel, you double that consonant and add le.
   bubble middle
   puzzle tattle
   little topple
   apple juggle
   kettle wiggle
   cattle rattle
   sniffle riddle

note--Teach that the le syllable is preceded by a consonant.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards - entire pack
1. T. - What says /a/?
2. Ch. - a (forms in air) /a/.
3. Write what says /a/.

B. Blending (See word list)
1. T. Pronounces word.
2. Ch. - (at letter chart) Repeats word and builds at the chart. Rest of class will write word.
3. Child at chart spells word.

C. Spelling
Use words, phrases, and sentences utilizing all skills taught thus far. Add syllable le words.

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - a /a/.
   Continue through pack.

B. Practice in unlocking words (Use words, phrases, and sentences from the daily lesson-written on the board)

C. Reading from book
1. Materials
   a. Word Cards
   b. Merrill 1, 2, 3, 4
      Merrill 5 pp. 5-39

Syllable le

The le syllable usually takes the consonant before it.

---

han dle	grap ple	nee dle	stee ple	
				tackle
spindle	fizzle	settle	topple	rankle
giggle	cackle	tremble	crumble	crinkle
humble	raffle	middle	puzzle	puddle
ruffle	shuttle	sniffle	muzzle	ramble
simple	numble	smuggle	feeble	table
sample	fiddle	wobble	marble	jungle
dimple	thimble	hobble	gargle	[illegible]angle
candle	apple	jiggle	poodle	b[illegible]mble
kettle	ripple	muddle	crackle	bi[illegible]cycle
bottle	battle	juggle	pickle	cycl[illegible]

Basic Lesson 22 r combination for vowel control

Concept: When the vowel is followed by the r, the vowel sound is controlled by the r.

Behavioral Objective: Given the vowels, the students will be able to combine each vowel with r and give the correct sound.

Procedure:

I. Skill r combination

A. Combine e, i, u, o, a, with r
1. Lay out the single vowel card in the following order: e i u o a
2. T. places the r card next to each vowel, beginning with e. The r becomes the boss and the new sounds are:
er ir ur or ar
/er/ /er/ /ur/ /or/ /ar/

B. Review any skill taught.

note--Teach that syllables containing r-combinations are called r-combination syllables.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards - consonants, vowels ng, nk, digraphs, blends r combinations
1. T. - What says /or/?
2. Ch. - or (forms in air) /or/.
Continue through pack.
3. Write what says /or/.

B. Blending (See word list)
1. T. - Pronounces word.
2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of class will write word.
3. Child at chart spells word.

C. Spelling
Use words, phrases, and sentences utilizing all skills taught thus far. Add words for r combination for vowel control. (er ir ur or ar).

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - ur /ur/.
Continue through pack.

B. Practice in unlocking words (Use words, phrases, and sentences from daily lesson-written on board)

C. Reading from book
1. Materials
a. Merrill 1, 2, 3, 4
b. Word cards

r combination for vowel control

When the vowel is followed by an r, the vowel sound is controlled by the r.

---

er /ɚ/	ir /ɚ/	ur /ɚ/	or /ôr/	ar /är/
her	fir	fur	for	far
per	girl	slur	word	park
fern	bird	curt	born	dark
jerk	chirp	blur	corn	card
Bert	first	curve	fort	farm
perch	skirt	turn	port	car
term	shirt	hurt	porch	star
ever	thirsty	burn	north	tar
verse	stir	curl	horn	jar
stern	dirt	curse	storm	dart
herd	firm	nurse	short	harp
pert	third	burden	torch	mark
perch	whirl	murmur	cork	shark
nerve	squirrel	burst	fork	snarl
miller	thirty	furnish	cord	sharp
teacher	confirm	purpose	thorn	smart
summer	twirl	gurgle		beggar
winter	birth	Thursday		cedar
sister		further		dollar
colder				beggar
bitter				starve
temper				artist
hammer				harvest
rocker				garlic
hamster				harness
servant				pardon
spider				
upper				
blister				
singer				
cracker				

The grapheme ear

/air/

bear	wear	tear	pear

/ear/

gear	ear	fear	dear
tear	clear	hear	

/er/

search	earnest	rehearsal	earth
learn	early	pearl	hearse
yearn	hear	earn	

Exception: heart

grapheme wor /wer/

work	worry	worker	worm
worth	worthy	world	worship
worst			

Basic Lesson 23 Endings

Concept: New word-forms are developed by adding endings.

Behavioral Objective: Given the commonly used endings, s, ing, -ful, y, ly, -es, -ed, -er, -est, -ness, -less, -ment, -ish, the student will be able to correctly add them to words and will be able to read them.

Procedure:

I. Skill

A. Introduce endings
Suggested groupings

s	y		er	ness
es	ly	ed	est	less
	ful	ing		ment
				ish

1. T. - Shows letters and gives sounds.
2. Ch. - Repeats.
3. Traces with fingers.
4. Copies letters.
5. Makes own without pattern.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards
1. T. - What says /e/?
2. Ch. - e /e/.

B. Blending (See word list)
1. List following words on Blackboard:

big	sick	end	ship
red	rob	glad	quick
luck	risk	bad	swift
just	kiss	hatch	bank

2. List endings on board.
3. Students match endings with words.
4. Discuss change in meaning.

C. Spelling
Use words, phrases, and sentences utilizing all the skills taught thus far. Include words for endings.

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - less /less/.
Continue through pack.

B. Practice unlocking words (Use words, phrases, and sentences from daily lesson-written on board.)

C. Reading from book
1. Materials
a. Word cards
b. Merrill 1, 2, 3, 4
Merrill 5 pp. 5-39
c. Palo Alto Books 10-11

Endings

---

ed /ed/	
landed	shouted
granted	sported
twisted	feasted
planted	needed
plotted	heated
nodded	pounded
fitted	acted
waited	weeded
coasted	squirted

/d/	
smelled	fanned
grabbed	seemed
skinned	bloomed
robbed	snowed
scrubbed	closed
sunned	lived
grinned	rattled
trimmed	rubbed
begged	burned
leased	sneezed

/t/	
slipped	jumped
fished	picked
stopped	nipped
dropped	shipped
gripped	skipped
marched	looked
stepped	reached
rushed	glassed
backed	poked
peeked	hiked
chased	

-ly	
manly	gladly
sadly	badly
dimly	gravely
fondly	foolishly
goodly	grandly
poorly	stately
freely	loudly
kindly	

-ness
wetness
gladness
sadness
fatness
redness
blackness
goodness
lameness
thickness
weakness
illness

-less	
thankless	dripless
soapless	helpless
matchless	dreamless
fearless	soundless
painless	lifeless
hopeless	senseless
endless	priceless
aimless	useless

-ing	
thanking	filling
walking	drowning
sleeping	splashing
crying	subtracting
sinking	stretching
adding	

-ful
wishful
thankful
fretful
manful
needful
fitful
useful

-y	
muddy	stubby
funny	snappy
sloppy	chunky
misty	dusky
soapy	frosty
weedy	dirty
dusty	fishy
woody	

-er	
baker	painter
deeper	brighter
rocker	teacher
roller	colder
warmer	

-est	
biggest	tallest
saddest	gladdest
maddest	flattest
strongest	smartest
kindest	slowest
tightest	wildest
sweetest	stillest
blackest	

-ment	
pavement	improvement
movement	agreement
statement	government
argument	enjoyment
amusement	refreshment
department	

-ish	
impish	bookish
boyish	girlish
tallish	foolish

Basic Lesson 24 1-1-1 rule

Concept: There are rules to follow when adding eneings to words.

Behavioral Objectives: Given words of one syllable ending in one consonant preceded by one vowel the student will be able to correctly add the ending.

Procedure:

I. Skill

A. Introduce spelling rule: One-syllable words ending in one vowel and one consonant, double the final consonant before a suffix beginning with a vowel (1-1-1).
1. List closed syllables: tag skip lend sin wilt pad tend grab
2. List endings: ful ness ls ed er ing est
3. Classify endings according to first letter.
4. Students formulate rule.

II. Word Building and Spelling Encoding (Auditory)

A. Cards
1. T. - What says /a/?
2. Ch. - a /a/.
3. Write what says /a/.

B. Blending
1. T. - Pronounces word
2. Ch. - (at letter chart) Repeats word and builds it at the chart.

C. Spelling
Use words, phrases, and sentences utilizing all the skills taught thus far. Add words for 1-1-1 rule.

III. Reading

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - a /a/.
Continue through pack.

B. Practice in unlocking words. (Use words, phrases and sentences from the daily lesson-written on board.)

C. Reading from book
a. Word cards
b. Merrill 1, 2, 3, 4
Merrill 5 pp. 5-39
c. Palo Alto Book 12

1-1-1 Rule

In a one syllable word, with one short vowel, ending in one consonant, double the final consonant before a suffix starting with a vowel (-ed, -er, -ing, -y, etc.).

Do not double the final consonant before a suffix starting with a consonant (-ful, -ly, -ment, -ness, etc.).

This rule applies to a final syllable in a polysyllabic word if the final syllable is accented.

Word list:

-ing	-ed	-er -est	-er	-y	-ish	-en
drop	rob	wet	rob	mud	snap	red
step	plot	hot	run	stub	snob	fat
fan	bud	fat	blot	fun	prig	flat
fret	stop	big	plot	gas	fog	sad
plan	scrub	sad	rub	fog	red	glad
hop	scar	grim	snap	bag		mad
skip	fit	dim	win	wit		bit
nod	bar	slim	clip	fur		sod
rub	beg	trim	ship	blur		bid
mop	quit	glad	hop	star		hid
grin	clip	mad	chop	grit		trod
drag	grip	fit	tan	slop		
pad	stab	red	quit	snap		
ship	rip	flat	fit	sun		

List for final consonant not doubled.

-ness -ly	-ful	-ness	-ly
dim	fit	big	man
grim	fret	wet	glad
slim	sin	fit	sad
trim	plan	fat	bad
flat	man	red	thin
mad			dim
glad			

Basic Lesson 25 Adding suffixes to magic e words

Concepts: There are rules to follow when adding endings to words.

Behavioral Objective: Given one syllable words which end in e, the student will be able to correctly add the endings.

Procedure:

I. Skill

A. Introduce spelling rule 2: Words which end in silent e usually drop the final e before a suffix beginning with a vowel.

1. List silent e words

hope	state
safe	blame
move	rule

2. Students list endings such as:

ment	ing	ed
ly	ness	ful
est	er	est

3. Classify endings according to first letter.
4. Students formulate rule.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards
1. T. - What says /a/?
2. Ch. - a /a/.
3. Write what says /a/.

B. Blending (See word list)
1. T. - Pronounces word
2. Ch. - (at letter chart) Repeats word and builds it at the chart.

C. Spelling
Use words, phrases and sentences utilizing all skills taught thus far. Include words for adding suffixes to magic e words.

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card
2. Ch. - sh /sh/.

B. Practice in unlocking words (Use words, phrases, and sentences from the daily lesson-written on board.)

C. Reading from book.
1. Materials
a. Word cards
b. Merrill 1, 2, 3, 4
Merrill 5 --. 5-39
c. Palo Alto Book 13-14

Adding suffixes to magic e words.

---

1. In words ending in silent e, drop the e before adding a suffix that begins with a vowel.

   wedge + ed = wedged
   care + ed = cared
   like + ing = liking
   safe + er = safer
   write + ing = writing
   safe + est = safest
   use + age = usage
   style + ish = stylish
   handle + ing = handling
   twinkle + ed = twinkled
   crumble + ed = crumbled
   taste + ing = tasting

2. In words ending in silent e, do not drop the e before adding a suffix that begins with a consonant.

   hope + less = hopeless
   place + ment = placement
   care + ful = careful
   like + ly = likely
   like + ness = likeness
   agree + ment = agreement
   nice + ly = nicely

3. In words ending in ce or ge, do not drop the e when adding suffixes able or ous. This is to keep the c and g soft.

   service + able = serviceable
   courage + ous = courageous
   change + able = changeable
   charge + able = chargeable
   outrage + ous = outrageous
   notice + able = noticeable
   peace + able = peaceable

Basic Lesson 26 y rule

Concept: There are rules to follow when adding endings to words.

Behavioral Objective: Given words ending in y the student will be able to correctly add the endings.

Procedure:

I. Skills

A. Introduce the spelling rule: A word ending in y preceded by a consonant changes the y to i before all endings except those beginning with i.

1. List words ending in y.

cry	copy	try
hurry	carry	apply
copy	happy	studies

2. List endings

es	ed	er
ly	ness	est

Exception: ing

3. Students formulate rule

II. Word Building and Spelling
Encoding (Auditory)

A. Cards
1. T. - What says /a/?
2. Ch. - a /a/.
3. Write what says /a/.

B. Blending (See word list)
1. T. - Pronounces word
2. Ch. - (at letter chart) Repeats word and builds it at chart.

C. Spelling
Use words, phrases and sentences utilizing all skills taught thus far. Include words using the y rule.

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - a /a/.

B. Practice in unlocking words. (Use words, phrases, and sentences from the daily lesson-written on board.)

C. Reading from book
1. Materials
a. Merrill 1, 2, 3, 4
Merrill 5 pp. 5-39

y Rule

In words ending in y preceded by a consonant, change the y to i unless the suffix begins with the letter i.

try	- tries	- tried	- trying
jelly	- jellies	- jellied	
spy	- spies	- spied	- spying
copy	- copies	- copied	- copying
silly	- sillier	- silliest	
crazy	- crazier	- craziest	
hurry	- hurried		- hurrying
army	- armies		
study	- studies	- studied	-studying
funny	- funnier	- funniest	
company	- companies		
occupy			- occupying
deny	- denied		- denying
glorify	- glorified	- glorifies	- glorifying
industry	- industrial		
victory	- victorious	-	
family	- familiar		
supply	- supplied	- supplier	- supplying

In words ending in y preceded by a vowel, the y is unchanged when adding a suffix.

play - playing - played - player - playful
buy - buyer
delay - delayer
gay - gayest
obey - obeying
pray - prayed
sway - swaying
enjoy - enjoying
obey - obeyed
employ - employed

Basic Lesson 27 Special Vowel A in al, au, augh, aw, ə

Concept: Some vowels have special pronunciations.

Behavioral Objective: Given a list of words containing a in al, aw, and au, augh, and the schwa a (ə), the student will pronounce them correctly.

Procedure:

I. Skill

A. Introduce al
1. T. - Shows letters and gives sound.
Ch. - Repeats al salt /al/.
2. Receives copy of letters on newsprint.
3. Traces with fingers.
4. Copies letters.
5. Makes own without pattern.
6. Follow procedure for au, augh, aw, and the schwa a (ə).

B. Review letters previously taught.

note--When the au and aw are reversed they are no longer double vowels.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards
1. T. - What says /al/?
2. Ch. - al (Forms in air) /al/.
Continue through pack.
3. Write what says /al/.

B. Blending (See word list).
1. T. - Pronounces word.
2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of class write.
3. Child at chart spells word.

C. Spelling
Use words, phrases, and sentences utilizing all skills taught thus far. Include words with the special vowel sound.

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - al /al/.
Continue through pack.

B. Practice in unlocking words. (Use words, phrases, and sentences from the daily lesson-written on board.)

C. Reading from the book
1. Word cards
2. Merrill 1, 2, 3, 4
Merrill 5 pp. 5-110

Special Vowel A

ô al	ô au	ô augh	ô aw
ball	fault	caught	jaw
tall	vault	taught	law
all	clause	daughter	claw
also	autumn	slaughter	paw
always	laundry	naughty	draw
almost	cause	haughty	hawk
	guaze		straw
ă̆l	pause		thaw
	haul		awl
gal	author		squaw
Sal	faucet		dawn
alto	fraud		yawn
Albert	applause		lawn
alligator	cauliflower		awning
alley			lawyer
			squawk
			awful

note--Any vowel can have a schwa sound (ŭ̆h)

Basic Lesson 28 Special vowel i

Concept: There are exceptions in the pronunciation and spelling of long vowel words.

Behavioral Objective: Given a list of words containing i(ə), ie, ild, ind, ind, igh, ign, ite, ive, ice, ile, ine, the student will be able to pronounce them correctly.

Procedure:

I. Skill i(ə), ie, ild, ind, igh, ign, ite, ive, ice, ile, ine

A. Introduce letters igh
1. T. - Shows letters and gives key word and sound. Ch. - Repeats igh light /igh/.
2. Receives copy of letter on newsprint.
3. Traces it with fingers.
4. Copies letters.
5. Makes own without pattern.
6. Continue with other letters

B. Review any letter taught.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards
1. T. - What says /igh/?
2. Ch. - i, i-e, igh (forms in air) /igh/.
3. Write what says /igh/.

B. Blending (See word list
1. T. - Pronounces word.
2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of students write.
3. Ch. - Spells word.

C. Spelling
Use words, phrases and sentences utilizing all skills taught thus far. Include words for special sounds of i.

III. Reading
Decoding (Visual)

A. Cards
1. T. - (shows card) Tell me about this card.
2. t /t/
Continue through pack.

B. Practice in unlocking words (Use words, phrases, and sentences from the daily lesson-written on board.)

C. Reading from book
1. Materials
a. Word cards
b. Merrill 1, 2, 3, 4, 5
Merrill 6 pp. 5-59

Special vowel i

/ī/ ie	/ī/ ild	/ī/ ind	/ī/ igh	/ī/ ign	/ĭ/ ite
die	mild	find	high	sign	opposite
lie	wild	mind	sigh	benign	favorite
pie	child	blind	nigh	malign	definite
tie		kind	tight		
		grind	night		
			might		
			fight		
			sight		
			delight		
			light		
			bright		
			flight		
			right		

/ĭ/ ive	/ĭ/ ice	/ĭ/ ile	/ē/ ine	/ĭ/ ine
give	practice	servile	chlorine	imagine
live	bodice	juvenile	gasoline	
active	malice	fertile	opaline	
positive	justice	fragile		
protective	jaundice	hostile		
defensive		infantile		
offensive				
native				
attractive				
captive				
explosive				
impressive				
festive				
expressive				
expensive				
objective				
passive				

Basic Lesson 29 Irregular e sounds

Concept: There are exceptions in the pronunciation of vowel teams.

Behavioral Objective: Given a list of words containing the irregular vowel teams, ei(ā), eigh(ā), ey(ā), eū, ĕa, eau(ū), ew(ū), and ea(ā), the student will pronounce them correctly.

Procedure:

I. Skill

A. Review the long vowel teams
B. Introduce irregular vowel teams: ei(ā), eigh(ā), ey(ā), eū, ĕa, eau(ū), ew(ū)
   1. T. - Gives letters and sound.
   2. Ch. - Repeats as he writes on newsprint.
   3. Writes words and then in sentences (See word list).

II. Word Building and Spelling
Encoding (Auditory)

A. Cards
   1. T. - What says ei(veil) /ei/; eigh(neighbor) /eigh/ ey(they) /ey/; eū(Europe) /eū/; ĕa(head) /ĕa/; eā (great) /eā/; eau(beauty) /eau/.
   2. Ch. - Repeats.
   3. Write what says ---.
B. Blending (see word list)
C. Spelling
Use words, phrases and sentences, utilizing all skills taught thus far. Include words for the irregular sounds of e.

III. Reading
Decoding (Visual)

A. Cards
   1. T. - (shows card) Tell me about this card.
   2. Ch. - a /a/.
B. Practice in unlocking words (Use words, phrases, and sentences from the daily lesson-written on the board.)
C. Reading from books
   1. Materials
      a. Word Cards
      b. Merrill 1, 2, 3, 4, 5
         Merrill 6 pp. 5-59

Irregular e sound

ei /ā/	eigh /ā/	ey /ā/	eu /ū/
vein	weigh	hey	feudal
veil	sleigh	prey	eulogy
skein	neigh	they	neuritis
rein	neighbor	whey	neurology
reign	eight	obey	pneumonia
reindeer	eighty	survey	neutral
	freight	convey	Europe
		heyday	
		surveyor	

ea /ĕ/	ea /ā/	ew /ū/ or /o͞o/
bread	great	hew
dead	break	stew
head	greatly	dew
lead	breakable	curfew
read	beefsteak	flew
spread	steak	grew
sweat		crew
death		brew
breath		news
meant		drew
health		new
heavy		
ready		
heaven		

Basic Lesson 30 Irregular o sounds

Concept: There are exceptions in the pronunciation of vowel teams.

Behavioral Objective: Given words with the vowel teams ou, ow, ough, oo, oi, oy the student will be able to pronounce them.

Procedure:

I. Skill oi oy ou ow ough oo

A. Teach oi and oy
1. T. - shows letters and gives key and sound.
Ch. - Repeats oi boil /oi/.
2. Receives copy of letters on newsprint.
3. Traces with fingers.
4. Copies letter.
5. Makes own without pattern.
6. Continue with other groups.

II. Word Building and Spelling Encoding (Auditory)

A. Cards
1. T. - What says /oi/?
Ch. - Repeats oi(boil) /oi/; oy(toy) /oy/; ou (out)/ou/; ow(cow) /ow/; ough(dough) /ough/; oo (look) /oo/; oo(moon) /oo/.

B. Blending (See word list)
1. T. - Pronounces word.
2. Ch. - (at letter chart) Repeats word and builds it at the chart. Rest of class write.
3. Child at chart spells word.

C. Spelling
Use words, phrases, and sentences utilizing all the skills taught thus far. Include words for the irregular sounds of o.

III. Reading

A. Cards
1. T. - (shows card) Tell me about this card.
2. Ch. - oi /oi/.
3. Continue through pack.

B. Practice in unlocking words (use words, phrases and sentences from daily lesson-written on board.).

C. Reading from books
1. Materials
a. Word cards
b. Merrill 1, 2, 3, 4, 5
Merrill 6, pp. 5-39
c. Palo Alto Books 15-16-17-18

Irregular o sounds

oo = diphthong
Diphthongs have a vowel sound that is neither long or short.

/o͝o/ as in look

good	wool
foot	brook
book	stood
cook	shook
hood	hook
wood	took
crook	woods

/o͞o/ as in noon

pool	roof	teaspoon
zoo	shoot	proof
moon	tool	cool
boot	tooth	stool
loon	spool	room
food	igloo	boom
soon	rooster	bloom
broom	shampoo	coo
smooth	raccoon	goose
hoof	pontoon	choose
		root

/oi/ boil

oil
coin
join
joint
point
moist
noise
noisy
spoil
boil
soil
toil

oy - toy /oy/

toy
boy
joy
Roy
enjoy
oyster
boyhood
joyful
coy

ou = /out/ /ou/

couch	sour	pound
crouch	our	south
pouch	count	house
slouch	round	ground
found	proud	sound
loud	mount	cloud
		bound

ow - cow /ow/

howl	now
owl	plow
fowl	town
growl	frown
bow	crown
brow	brown
how	crowd

Basic Lesson 31 tion sion

Concept: -tion and -sion represent the speech sound /shun/.

Behavioral Objective: Given words ending in tion and sion the students will be able to read them.

Procedure:

I. Skill -tion -sion

A. Introduce
1. T. - Shows letters and gives key and sound.
Ch. - Repeats tion attention /tion/
2. Receives copy of letters on newsprint.
3. Traces with fingers.
4. Copies letters
5. Makes own without pattern
6. Repeat with -sion
Key words expansion and confusion

B. Review any taught.

II. Word Building and Spelling Encoding (Auditory)

A. Cards
1. T. - What says /tion/?
Ch. - tion attention /tion/
Continue through pack.
2. Write what says /tion/.

B. Blending (See word list)
1. T. - Pronounce word
2. Ch. - Repeats and builds it at pocket chart. Rest write.
3. Child spells word.

C. Spelling
Use words, phrases, and sentences utilizing all skills taught thus far. Include -tion and -sion words.

III. Reading

A. Cards
1. T. - (Shows card) Tell me about this card.
2. Ch. - tion /tion/.
Continue through pack.

B. Practice in unlocking words (Use words, phrases, and sentences from the daily lesson-written on board.)

C. Reading from book
1. Materials
a. Word cards
b. Merrill 1, 2, 3, 4, 5
Merrill 6 pp. 5-59

-tion, -sion /shŭn/

-tion preceeded by /ā/ /shŭn/

ration
nation
education
station
cooperation
notification
dispensation
taxation
operation
regulation
communication
conservation
examination
foundation
condemnation
liberation

-tion /shŭn/

motion
infection
devotion
election
solution
caution
objection
promotion
objection
description
connection
institution
consumption
explanation
junction

-sion preceeded by s, l, r, n

s (shŭn)

compression
depression
confession
procession
succession

r (zhŭn)

emersion
immersion
submersion
conversion
diversion
inversion

l (shŭn)

propulsion
expulsion
compulsion
repulsion
impulsion

n (shŭn)

comprehension
tension
apprehension
extension
pretension
expansion

-sion (zhŭn)

conclusion
division
explosion
suffusion
decision
fusion
transfusion
confusion

Basic Lesson 32 Silent Letters

Concept: Sometimes silent letters are found in consonant teams.

Behavioral Objective: Given words in which one letter of a consonant team is selent, students will be able to pronounce the words correctly.

Procedure:

I. Skill kn gn wr -mb

A. Introduce kn
1. T. - Shows letters and gives key word and sound.
Ch. - kn knife /kn/
2. Receives copy of letters on newsprint.
3. Traces with fingers.
4. Makes a copy.
5. Makes own without pattern.
6. Continue with gn, wr, mb
Key words gnat, wren, lamb.

B. Review where needed.

II. Word Building and Spelling
Encoding (Auditory)

A. Cards
1. T. - What says /a/?
2. Ch. - a /a/.
3. Write what says /a/.

B. Blending (See word list)
1. T. - Pronounces word.
2. Ch. - Repeats word and builds at pocket chart. Others write.
3. Child spells word.

C. Spelling
Use words, phrases, and sentences utilizing the skills taught thus far. Include silent letter words.

III. Reading
Decoding (Visual)

A. Cards
1. T. - (Shows card) Tell me about this card.
2. a /a/.
3. Continue through pack.

B. Practice in unlocking words (Use words, phrases, and sentences from daily lesson-written on board.)

C. Reading from books
1. Materials
a. Word cards
b. Merrill 1, 2, 3, 4, 5, 6
c. Palo Alto Books 19-20

Silent Letters

kn	gn	wr	mb
knit	gnaw	write	comb
knap	gnarled	wrote	climb
knack	gnat	wreck	thumb
knell	gnu	wrong	plumber
knock	gnome	wrap	limb
knot	sign	wreath	lamb
knob	gnash	wrist	numb
know	campaign	wrench	dumb
knew	resign	written	bomb
known		wrinkle	crumb
knight		wren	jamb
knife		wretch	
knave		wring	
knurl		wriggle	
knead		wrestle	
knap sack			
knee cap			
knuc kle			
knot hole			
knock out			
knight hood			
knock er			

Basic Lesson 33 Affixes and Common Roots

Concept: The use of affixes and roots are one of the highest levels of word attack skills.

Behavioral Objective: Given training on the systematic decoding/encoding skill sequence on the affix level the student will demonstrate more efficient reading and spelling skills.

Suggested sources for teaching this lesson:

THE SCHMERLER INSTRUCTIONAL SEQUENCE AND STRATEGIES: FOR READING AND SPELLING
by Florence Markey Schmerler
EMC Corporation
180 East Sixth St.
St. Paul, Minn. 55101

PROJECT READ READING GUIDE -- PHASE I -- VOLUME II
Bloomington Public Schools
Dept. of Special Education
10025 Penn Ave. South
Bloomington, Minn. 55431
by Victoria E. Greene and Mary Lee Enfield

Prefixes

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1. un - not, opposite of: unpleasant, unexpected, unknown, unhappy

2. non - not: nonstop, nonfiction, nonburnable, nonprofit

3. re - back or again: reopen, reread, retell, reward

4. mis - wrong, not: misunderstand, misrepresent, mistrust, misspell

5. inter - between, among: intermission, interview, interrupt, interpret

6. in - not: incorrect, inactive
   into: inside, invisible

7. im - not: improper, impolite, imperfect
   into: impress

8. dis - away from: disarm, disappoint
   not: disapproval, discourage

9. sub - under, beneath: subway

10. com - together: compartment, complex, compress, computer
    con - together: connect, contentment, condense, contact

11. over - beyond: overall, overtime, overseas, overcast

12. super - beyond: superman, superhuman, supersonic, supervisor

13. trans - across, through, over: transoceanic, transport, transcontinental, transgress

14. pre - before: prevent, pretend, prepare

15. ab - from: abscess, abstract, absent, absurd

16. ad - to: admit, address, adventure, adjective

17. ex - out of: excused, exit, exact, export

18. pro - before, forward: profound, propeller, promoted, prohibit

19. de - from, away: decrease, depart, defend, detail

20. en - in, into: enclose, envelope, enjoyable, encircled

Noun Suffixes

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1. -ment: movement, department, agreement improvement, statement, settlement

2. -ness: kindness, blindness, wildness, friendliness, goodness, carelessness

3. -ance: romance, importance, balance
   -ence: silence, conference, absence

4. -ude: attitude, latitude, altitude, gratitude, multitude, aptitude

5. -ty: novelty
   -ity: majority, insanity, rapidity, purity, charity

6. (t) -ure: lecture, culture, venture, future, capture, pleasure

7. -ice: practice, office, service
   -ace: furnace, menace, palace

8. -al: metal, spiral, rival
   -el: label, barrel, towel
   -il: peril, evil

9. -y (of, belonging to): memory, glory, ivy, factory

10. -er: (one who, or that which a condition of quality): rocker, pauper
    -or: actor, visitor
    -ar: beggar, grammar

11. -ist (one who): artist, pianist, dramatist

12. -ant - one who, that which: servant, immigrant, tenant
    -ent: student, talent, tenant

13. -age: sausage, passage, bondage

14. -dom: wisdom, freedom, boredom, serfdom, kingdom, Christendom

Suffixes

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1. -able - meaning able: trainable, useable, impassable

2. -ed (ed-t-d) past tense: played, carpeted, danced, guided

3. -ing - happening now: spreading, repeating, setting, stirring

4. -ible - able: terrible, edible, forcible, possible

5. -er - one who: teacher, painter
   -or - one who: doctor, legislator, advisor
   -ist - one who: artist, scientist, dentist

6. -est - comparing three or more: sharpest, highest, hottest, greatest
   -er - comparing two: warmer, shinier, slimmer, cozier

7. -ful - full: healthful, wasteful, doubtful, graceful

8. -ness - being: coldness, firmness, tenderness, gladness

9. -ous -ious, - full of, having: religious, glorious, notorious, mysterious

10. -tion - condition of: imperfection
    -sion - condition of: explosion

11. -some - having, like: burdensome, lonesome, foursome, fearsome

12. -ly - like, manner of: harshly, kindly, ghostly, probably

13. -less - without: homeless, fearless, careless

14. -ship - quality, rank: partnership, fellowship, governorship
    -age - belonging to: usage, postage, mileage, storage

15. -ant - one who: accountant, unpleasant
    -ent - that which: patient, president, different, student

16. -ish - quality of: boyish, reddish, girlish

17. -ment - state of: punishment, contentment, apartment, publishment

18. -en - made of, pertaining to: frozen, harden, soften, thicken

19 -an - one who belongs: American

20. -al - relating to: musical, terminal, material, historical

Adjective Suffixes

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1. -able - able to be: reliable, charitable, lovable
   -ible: horrible, sensible, audible

2. -ous - full of: joyous, delicious, enormous, generous, dangerous, furious

3. -ive - inclined to: active native, destructive, positive, captive, objective

4. -ar - like, of: vulgar, circular, familiar
   -er: tender, bitter

5. -some - like: winsome, handsome, quarrelsome, gladsome, gruesome, lonesome

6. -ic - like, of, pertaining to: comic, heroic, public, electric, arctic, plastic

7. -ent - being: prudent, violent diligent
   -ant: radiant, militant, obediant

8. -id - state of: timid, stupid, putrid, livid, placid, liquid

9. -al - referring to, of: medical, radical, royal, final
   -el: cruel
   -il: tranquil, evil

10. -y - marked by, of, belonging to: hairy, holy, lacy, dainty, gloomy, mighty

11. -en - pertaining to, of the nature of: wooden, barren, trodden, golden, swollen, laden

12. -ate - having: accurate, fortunate, intimate
    -ite: opposite, favorite, definite

13. -ile - resembling, of: juvenile, hostile, fertile

Verb Suffixes

All verb suffixes mean to make or to render.

1. -ize: agonize, vocalize, baptize, organize, realize, capsize

2. -fy: testify, dignify, satisfy, justify, terrify, magnify

3. -ate: irritate, alternate, decorate, correlate, evaporate, vibrate, irrigate, sit irrigate, situate, cultivate

4. -en: lighten, stiffen, thicken, glisten, quicken, soften

5. -er: enter, twitter, scatter, gather, shiver, recover

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le (verb): startle, waggle, rustle, gurgle, smuggle, chuckle

le (adjective): purple, feeble, fickle, nimble, brittle, ample

le (noun): apple, battle, angle, cycle, title, needle

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ow (verb): borrow, swallow, bellow

ow (adjective): mellow, shallow, hollow

ow (noun): furrow, elbow, shadow, meadow, window, sparrow

Adverb Suffixes

Common suffix for adverbs is ly. However, all adverbs do not end in ly.

1. -ly - in manner of: badly, newly, presently, brightly, finally, gently, hardly, heavily, kindly

2. -ward - in the direction of: backward, eastward, homeward, forward, northward

3. -where - at what place: anywhere, nowhere

4. -er (degree of): angrier -- angriest
   -est hungrier -- hungriest

Language Lesson Topics

1. Recall
2. Auditory Discrimination: Rhyming Words
3. Vocabulary-Word Meaning Related to Space Relationship
4. Recall of Sequence
5. Paragraphs - Multiple
6. Following Directions
7. Auditory Discrimination - General Sounds
8. Noting Details and Recalling Facts
9. Conclusions
10. (a) Mechanics - Capitalization
    (b) Reading a Poem
11. Mechanics - Punctuation (Titles and Initials)
12. Mechanics - Punctuation (Periods and Question Marks)
13. Singular, Plural
14. Subject - Noun
15. Noun - Subject
16. Subject - Noun and Determiner
17. Nouns - Classification
18. Verbs
19. Predicate
20. Sentence Completion
21. Pronoun
22. Subject - Predicate
23. Contractions
24. Main Idea - Mechanics
25. Capitalization and Punctuation
26. Sense Words
27. Mechanics - Punctuation (Review)
28. Figurative Language
29. Reference Skills
30. Giving Reports
31. Interpreting Punctuation (Reading)
32. Sentence Expansion
33. Homonyms
34. Paragraphs - Description
35. Letter Writing
36. Comparisons - Usage
37. Shades of Meaning
38. Paragraphs - Main Idea
39. Word Parts
40. Post Words
41. Affixes
42. Reference Skills (Dictionary)
43. Semantics - Onomatopoeia
44. Complex Sentences

THE DAILY WRITING PROGRAM
(from Bloomington Public Schools)

Overview

Teachers employing the Daily Writing Program attempt to have their pupils write compositions (or poems, reports, letters) every day. One-fifth (more or less, depending on available chalkboard space) of the pupils write their compositions on the chalkboard rather than on paper. These chalkboard compositions are read by the author and analyzed and evaluated by the class before dismissal each day. These evaluative discussions center mainly on the content of the composition, mentioning mechanics and handwriting skills.

The Daily Writing Program can be vastly superior to other methods of teaching composition when the teacher uses effectively the great opportunities for meeting individual needs, for developing values, and understanding social conventions as they pertain to language. Oral and written language skills are developed simultaneously. Teachers effectively employing the Daily Writing Program can readily develop, on the part of the pupil, a permanent desire to write clearly and effectively. They can teach language so that pupils will develop a permanent interest in language and a desire to control its beauty and its power.

The important things to remember when doing the Daily Writing Program are:

1. An important motivational device in daily writing is the chalkboard. At least three students a day should write on the chalkboard.
2. Keep the motivational period short! Be sure to tell students what skills are to be emphasized that day.
3. Learning of language skills takes place during the evaluation period. Make it positive. Take advantage of situations as they present themselves. Compliment a child when he uses something correctly in his story. Use this story to teach the rest of the class.

Sequence of Development (K through Six)

The first grade basic reading program provides the basis for daily writing in the Bloomington classrooms.

The best results are obtained if certain steps are followed in a sequential order, although there is no distinct break between them. The skills involved develop slowly and all children will not progress at the same rate. This is especially true after the first few months of first grade.

While step one may begin in the first grade, children at any grade level, who have difficulty with letter formation, need instruction in that skill. Some children who have not participated in the program during previous school years will have to begin with step one, two, three or four. In such cases, the teacher will need to be realistic in accepting work which might be comparable to that of first grade. Children at any grade level, who have difficulty in developing paragraphing still and continuity, will profit by writing about picture step four.

Step One: Letter Formation Step. Teachers should instruct children in the proper method of letter making. Children should have experience in writing on both paper and chalkboard.

Step Two: Oral Story Telling. Teachers should correlate oral story telling with oral reading and provide children with opportunities for a wealth of oral experiences.

Step Three: Reading Correlation. The reading vocabulary acquired by children who have completed first preprimer is sufficient to serve as a writing vocabulary for initial stories. Children can write conversation similar to that found in their first two pre-primers. Word cards or teacher-prepared work lists are helpful aids to children as they compose simple sentences. Come _____. See _____go.

As the child demonstrates that he can put a few words together, he can copy his "story" on the chalkboard or create it at the chalkboard. Sentences at this stage will not necessarily show continuity. The more capable children can provide inspiration and examples to their classmates through their chalkboard stories.

Some materials that can be used to stimulate original thinking are big pictures, readiness picture cards, and suggestions for stories as outlined in the reading manual.

Step Four: The Picture Step. At this point picture reading and understanding of sequence is emphasized. Picture interpretation combined with previous writing experiences facilitate the transition into the picture step: The writing of a story with the aid of a picture. Children usually have acquired sufficient vocabulary to begin the picture step when they are reading the last pre-primer.

Pictures should be used which contribute to the building of the sequence of ideas and which suggest action and story content. They provide motivation. Pictures can be selected from discarded pre-primers, library books, magazines and other sources.

The written compositions should contain ideas related to the picture. In this way, children develop skill in continuity and in paragraphing. The teacher should employ many different ideas and techniques to stimulate good writing performance. Some examples are:

1. Mount pictures for the children to write about. These may be used on the flannel board, as a motivating activity, prior to the writing.
2. A series of pictures telling a sequence of ideas can be arranged in proper order by a child and sentence stories written about each one.
3. Show a picture, provide for oral discussion of it, and write a composition on the chalkboard for the children. Help children compose a group composition or have each child compose his own written composition.
4. Provide several pictures and let each child select one to write about.

5. Provide as many pictures as there are children and have each child write about the one given him.
6. Provide a series of pictures which tell a story in sequence and have the children write a composition developing a sequence of ideas.

When the pictures are mounted on heavy construction paper, the children can take them to the chalkboard and write the compositions there. Mounted pictures can be placed on the chalkboard ledge.

Prior to this step, the compositions have consisted primarily of the basic reading vocabulary. The problem of correct spelling did not exist because correctly spelled words were provided. The use of pictures to motivate composition work presents a spelling problem for the first time. Many helps can be provided such as:

1. The children may refer to their readers and story books for words.
2. The children should be encouraged to use picture dictionaries.
3. The children should be encouraged to use phonetic spelling--to write words as they sound. Phonetic spelling will not be used as a method for teaching spelling, but as aid until the correct spelling is learned or until it is found in a source book or list.
4. Suggested words can be listed on the chalkboard during the motivation period or on charts for reference.
5. Children should be encouraged to "borrow" words from each other. This provides cooperative, socializing experiences.
6. Teachers are not to spell words for the children once the writing period has begun.

Step Five: Personal Experience Step. Most children who have had the advantages of the preceding steps are ready to write widely about their own experiences: family fun, neighborhood play, trips and excursions. Teachers who provide motivating discussion periods should not have difficulty in helping children get ideas for composition work.

Receptiveness on the part of the teacher, willingness to provide wide opportunities for children to write, together with concern as to what is happening to them through this form of communication, are significant factors at this stage. Encouragement and praise are valuable in motivating children to further effort.

Step five should continue throughout the child's school life, if the teacher provides encouragement. Personal growth and satisfaction gained through writing will motivate the child to further composition work providing the school climate is right. The teacher should plan for composition work as an outgrowth of all instructional areas. This is explained in step six.

Step Six: Enrichment Step. The children should be encouraged to write about a variety of topics in grades two through six. Class discussion, reports, films and filmstrips, basic texts, units of study, trips and excursions, encyclopedias and supplementary books are helpful.

Stories may be written which are related to science, social studies, or any of the content areas. Skill areas may also be used. Children are capable of rewriting a story in sequence, of extending the plot beyond that found in the text and of writing character sketches about storybook characters, and writing picture story books for younger children.

Resource visitors to the classroom can motivate letter writing.

Materials Needed:

Chalkboard. The chalkboard can be the greatest single motivating factor, other than the teacher, in a successful writing program.

It can contribute toward motivating and strengthening the writing program. Its use by the children provides for muscle activity as chalkboard writing should be large and easily read. Experience proves that it can develop a high degree of accurate letter formation. Above all, children enjoy the opportunity to write at the chalkboard and profit from the experience of sharing their stories visually.

The chalkboard presents visual evidence of pupil knowledge. It also provides the constructive activity. It stimulates creativity. Furthermore, it offers the teacher an opportunity to focus attention on independent activity, keeps boys and girls industrious in an enjoyable learning situation and helps provide a socializing atmosphere. Through sharing ideas, borrowing words and helping each other, a wholesome learning climate becomes an actuality. Boys and girls learn to live and work together in a socially acceptable, life-like atmosphere.

Chalkboards should be ruled with lines approximately three inches apart. A minimum of twenty-four is ample; however, additional writing space can be provided by supplementing available chalkboard with large sheets of wide ruled paper or experience chart paper.

Evaluation Period

1. Chalkboard compositions provide excellent material for purposeful evaluation and for the reteaching or emphasizing of certain skills. One evaluation period of approximately fifteen minutes should be provided for each day.
2. Evaluative procedures should be varied. They must be interesting to the children. Only when they are approached in a spirit of mutual helpfulness do they serve to stimulate further effort. Avoid any overemphasis on perfection for this can destroy the very thing which is most sought, namely, the continued desire to express one's self through composition work.
3. The teacher must cherish a child's feeling of self-worth and his composition as a personal possession far above any standard of correctness. Calling attention to too many errors may discourage him. Encourage the child to change his own story independently or with the help f others.
4. It is easy to slip into the habit of talking about nothing but the mechanics of the story. This should be avoided. Mechanics are conventions; the content of the message is of primary importance. Children should not be encouraged to believe that good writing means using capital letters and periods. Good writing comes as close as it can to expressing the writer's idea. By attending to what he says in his writing, you are paying him the compliment of respecting his ideas -- and can aid him to improve.

5. Usually oral reading of the composition by the child will reveal most of his errors. He should be helped to accept suggestions for improvement and make the changes himself. The teacher may find it necessary to help some of the slower children at first when they encounter difficulty in reading their story.
6. It is important to find <u>something</u> to commend each child for: his diligence, his successful first attempt, his letter formation, his good ideas, or his improved handwriting.
7. The evaluation period should be dominated by pupil discussion -- the teacher should be very cautious to ask only guiding questions and to identify correctly used skills in the children's compositions at the chalkboard.
8. Compositions should be evaluated according to each pupil's previous achievement. Giving kind, constructive criticism is an art every human being should learn.
9. The evaluation should be positive. For example, these comments might be made for first or second graders:

   - Isn't_____'s printing well done. Look at these tall, straight strokes. Look at the round letters, too.

   - This is a long story,_____. How many sentences does your story have? (This could precede follow-up discussion on the need for punctuation and capital letters or even paragraphing.)

   - Look at the spacing_____'s composition. He has left a space between all the words. He has written the letters in each word close together, too.

   - Notice what a good word Joan used to describe the city.

10. Children should begin early to make comments about things they like in another child's story. The following are typical:

    - The boy in your story is polite. I'd like him for my friend.

    - I like the way you told it. That is funny.

11. Constructive criticism about the content and style can be made specially for intermediate children:

    - Helen used the word pretty three times in her story. I wonder if she can think of other words that would be more accurate and varied?

    - Do you really mean it when you say here "I am always happy"? Are you saying <u>exactly</u> what you mean?

12. Take time to discuss words and ways in which they are spelled. Help develop a spelling consciousness and conscientiousness.

    - You wanted the word "fast." How did you know how it should begin? Or, it begins like "fun".

- You were nearly right when you wrote this word. I'll write it for you on the chalkboard. You need one more letter to make it just right.

- You wanted the word "looked" in your story. You wrote "look" - what ending do you need for "looked?"

- You can find this word on the bulletin board. Go and see if you can find it.

13. Children like to work together. They accept each other's suggestions readily if the classroom climate has been nurturing cooperative effort from the very first day of school. The following suggestions are helpful:

- Would you like to ask_____to help you with this?

- Who will come up here and help_____?

- Find someone in our room to read your story with you. It is a good story. Choose someone who can help you find and correct every mistake. Then it will be even better.

Teacher Involvement in the Evaluation

When children are free to write as they wish (and as often as we would have them), a teacher cannot expect to read or correct every composition they write. At the same time, the child likes to know that the work he does will receive adequate attention. The following suggestions will help.

- Always have the chalkboard stories read. Comment favorably on each and make at least one suggestion for improvement.

- Choose one which will serve as a model for complete correcting purposes.

- Find a way to emphasize a particular skill which is commonly misused. Have each child re-read his own story (silently) to look for its use correctly and incorrectly.

- Have each child select a partner to listen to his story. This can be done while the teacher is busy elsewhere in the room. Such procedure should be utilized whenever the teacher cannot find time to listen to the reading of each story.

(The children are not likely to do any of these things very well the first time. Children have to learn how to give and take suggestions and criticism. Through daily participation in some aspects of correcting procedures, they not only improve their writing skill but also their self-confidence and desire for help in proofreading. One of the valuable outcomes of this activity is the development of mutual respect and appreciation.)

- Teachers may wish to write some positive comments on the stories written on paper. (This is not necessary for all stories.)

Stories written on paper should not be corrected.

"Getting children to love words without hating English and school in general (along with the teacher) is a delicate aspect of curriculum surgery. Language arts teachers have used the red-pencil scalpel for years, and too many of the patients have died in the chair or have never wakened from the anesthetic."

Easy in English

by Mauree Applegate

Basic Language Text

The basic language text should serve as a source for information and reference. Children should be encouraged to turn to it for help. Whenever a question arises, as in the case of certain usage practices, the teacher should have the children refer to the text.

Alphabet Wall Cards. Alphabet wall cards are provided as an important part of classroom equipment. The cards should be displayed above the chalkboard where they are easily seen and serve for immediate reference.

Dictionaries. Dictionary work is begun in grade one. Picture-type dictionaries are provided. Through their use, children can be helped to be resourceful and to develop independent work habits. Instruction in the use of dictionaries teaches locational skills: the relative position and sequence of letters of the alphabet.

It is not sufficient to put a dictionary in the hands of children. They must be taught its use and methods of locating words. Some suggestions are these:

1. Provide a group of children with alphabetized lists of words introduced in the reading vocabulary. Read the words and discuss the fact that they are grouped according to the initial letter.
2. Using the alphabet wall cards as a frame of reference, have a child point to a letter. Children in the group read the words in the list which begin with that letter.
3. Write a letter on the chalkboard. Have the children tell the preceding and succeeding letters of the alphabet. Refer to the alphabet wall cards for proof.
4. Write a word on the chalkboard. Ask the children to tell approximately where they would expect to find that word in the word list (at the beginning, middle or end). Use the alphabet wall cards to check.
5. Ask a child to point to a letter on the alphabet wall cards. Have other children locate and read any word in their dictionary or word list which begins with that letter.
6. Using picture dictionaries, suggest a word and have the children locate it. In this case, identical picture dictionaries should be provided for group work. (Teachers might borrow from other teachers, if necessary.)
7. Read all words in a dictionary which begin with a designated letter.

Do not hesitate to take time to help children become very familiar with dictionaries and procedures for locating words in them. It may take several class periods, especially when the books are first introduced.

Instruction in the use of the dictionary and the various kinds of help it offers should occur throughout the school year at every grade level. Children should be encouraged to use dictionaries freely and often. The teacher's attitude and method of presenting the dictionaries will, to a large extent, determine the ease with which they are used and valued by children.

Several copies of dictionaries on various levels should be found in each classroom.

Suggested Procedure (All grades)

While each teacher may wish to adjust the suggestions below to her own mode of teaching, it is urged that these suggestions for the composition program be followed as closely as possible. Each day write the name of the children who will write on the chalkboard at the top of his particular section.

Daily Procedure - Preparation

1. Each pupil will [illegible]alk, eraser and a small chair on which to stand to reach [illegible]e top lines of the board. (Remove shoes or stand on newspaper with backs of chairs against chalkboard.)
2. The topic may be taken from subject matter areas, current events, filmstrips, school films or chosen from suggested titles which adapt themselves to your classroom situation.
3. When introducing the writing project, some of the best pupils should go to the chalkboard the first day so the best possible examples will be set for the class. The rest of the children write at their seats. Every child has his turn at the board during the week through rotation.

Motivational Period

1. Various motivational materials, i.e., pictures, etc., should be ready for use during this period, if such materials are to be used that day.
2. The motivation period may begin right after the pledge and anthem. This period should last no more than five minutes. Pupils can then begin writing while the teacher takes attendance, collects money, etc. Regular instruction periods might begin immediately thereafter with writing serving as seat or board work for those not being taught by the teacher. Children may begin writing, however, at any time during the school day.
3. During the discussion period, new vocabulary pertinent to the daily title and suggested by the children in discussions may be written on the board for spelling reference. It is important that the children share their writing ideas orally with their classmates during this time.
4. Review the skills to be stressed that day. Skills should be introduced and stressed when children indicate a need for them. Gifted children show a desire to use more advanced skills.

Use this opportunity to accelerate them. Teachers should check to see that skill areas for the grade level are thoroughly covered during the year. There are far more things which children are able to do than are generally conceded. Acceleration may be possible in many areas.

Writing Period

1. The children may return to writing their stories after their assignments are completed. This part of the program should be independent of teacher direction during the school day. Pupils should be told when the evaluation period will be held. It may be well to write all day some days, and one-half day on others.
2. Allow the children writing (both at the chalkboard and those at their desks) to speak quietly to each other about their stories. This is a participation activity where self control must be taught as in other classroom activities. Children learn a great deal from each other.
3. The teacher should suggest to the pupils how they might find the correct spelling for words by using picture dictionaries, reading books, social studies textbooks, or any other books in the room. Also, the child may look to see if the word is anywhere in the room, on a chart, etc. or quietly ask another child. The teacher should not spell words for the children after the motivation period.
4. Children should be taught to proofread their composition after they are completed. Some errors will be corrected by the author. Encourage each child to ask another child to read the composition with him and to suggest needed corrections. After this is done, the composition is considered ready for group reading.

IDEAS FOR CREATIVE WRITING
(from Bloomington Public Schools)

1. At the barbers or hairdresser's
2. Before a summer storm
3. The biggest mischief I would like to get into
4. Chores at home, before and after school
5. At a family dinner
6. The first thing I remember
7. The foreign country I would like to visit
8. For what I received the greatest praise
9. Going shopping
10. Going to church
11. The greatest punishment I ever received
12. A Halloween prank
13. The happiest Christmas I remember
14. The hardest thing I ever had to do
15. Housecleaning
16. How does the radio affect our life?
17. How do you think the world looks to a Grasshopper?
18. How I could work to earn a little money
19. How I would like to be dressed
20. I am proud of this accomplishment
21. Invent a machine that does not exist
22. The place I would like to live
23. Looking out of the window at home
24. A make-believe animal
25. Man from outer space
26. The most beautiful present I ever received
27. The most fun I ever had
28. The most cherished possession
29. Myself as I look today
30. Our janitor and what he is doing for us
31. Packing to go away
32. Shipwrecked on a strange island
33. Something I was blamed for and did not do
34. Something I wish I had done but did not do
35. Something kind I have seen someone do
36. Suppose you could do as you please when your family leaves you at home alone
37. Things I like to watch
38. A trip to the moon
39. A visit to the school nurse
40. Waiting somewhere
41. What do you like to do best in your leisure time?
42. What do you think heaven looks like?
43. What I am most afraid of
44. What I like best about Sunday
45. What I would do if I had $10.00 to spend
46. What scares me most
47. What my dad and I like to do together or what my mother and I like to do together
48. How high is up?
49. My problem at home
50. What I am afraid of

51. The day the bird's egg hatched
52. LOST!
53. Uncovering Buried Treasure
54. Why stories-
    1. Why the polar bear is white
    2. Why the giraffe has a long neck
55. Retell a story read in class
56. Write a news story (TV or radio)
57. Observations of performed science experiments
58. Visual - auditory imagery developed through records, scarves, sounds and appropriate instruments
59. Stories written from facts learned in science, social studies, etc.
60. Guess what? Guess who?
61. How to help the birds in winter
62. Mystery stories (good)
63. How the title came about - songs, dances, stories
    1. Shoo Fly
    2. Blue bird Through My Window
64. A title for a story is written on a slip of paper by each child. These titles are placed in a grab box and each child is allowed to draw one title that he is to use as a story title for that particular day.
65. Advertisements from magazines - study and then have children write their own ads
66. Jokes
67. I wish I could_____
68. I would like to go to_____
69. How to fix a_____
70. If I were
    a) a book
    b) a witch
    c) a giant
    d) invisible
71. The walking chair.
72. Me and my shadow
73. Lost in the fog
74. What I like about me
75. All of a sudden I couldn't talk
76. The scarecrow that couldn't scare
77. The mysterious noise
78. If I could choose - My Favorite Parents
79. A man is giving away baby elephants. You want to take one home. How do you convince your parents that you have always wanted a pet elephant?
80. On the way to the store to do an important errand for your mother, you see a toy in a store window. Make a story about how you go about getting it.
81. While walking backward in the park (your favorite way), you bump into a crocodile. What happens next?
82. The pirate captures a boy or girl and hides the child on his boat. Tell the adventures until rescued.
83. Jimmy forgot his part in the assembly program.
84. Bill walked to the window to let in a little air. As he began to raise it, something caught his eye. He stood with his mouth open. There on the lawn was the strangest thing he had seen.
85. At first the noise was very faint. It was an odd noise that the boys didn't recognize as it moved closer they went out to see what it might be.

86. Quick, come here, called Tom. I want to show you what I've found. As the others ran to join him, they stopped short in surprise.
87. When father came home that evening he was whistling happily. The children knew what he meant. He had another wonderful surprise.
88. "She's gone! Now I am going to find her diary", muttered John to himself as he crept up the stairs noiselessly.
89. John stood still. His legs refused to go. The sweat broke out on his forehead.
90. Mary knew that if her mother found out, she wouldn't be able to sit for days, but she was determined to carry out her plan in spite of this.
91. The children were playing on the beach when they found strange footprints in the sand. Their curiosity got the best of them and they decided to follow them along the shore.
92. Suddenly, they all laughed!
93. They certainly had to agree to that
94. At least Tom never did
95. Then I woke up
96. I'm putting a chain on that gate
97. He will never be forgotten
98. It has to stop sometime you know
99. My autobiography (ideas for an end of the year booklet)
    1. Introduction
        a) Name
        b) Address
        c) Family
        d) School
        3) Teacher
    2. My family (what my parents mean to me)
    3. The happiest day of my life
    4. The saddest day of my life
    5. My favorite pastime
    6. My family history
        a) Date born
        b) Places lived
    7. Second grade
    8. First grade
    9. The time I was lost
    10. Me
    11. What I like best about Sunday
    12. When I grow up
100. Tell how a tree feels when it loses its leaves
101. If I were a millionaire
102. What my parents mean to me
103. If I were a freckle
104. What are you going to be worth to the world. (Science values your body at about $1.00)
105. Well people tend to be happy people.
106. Make new verses to a well known song
107. Advice to a fourth grader coming to fifth grade. (Grade can be changed)
108. That's my line (From TV "What's My Line")
109. Why I would (wouldn't) like to visit Russia
110. Why I would like to own a kangaroo
111. Why the raccoon wears a mask
112. The joys of baby sitting

161. The teacher draws these objects on the board Children look at them with the eyes of imagination and write a story or verse about what one figure represents.
162. My year in second grade
163. Me (description of themselves)
164. 1999
165. If I Were President
166. The time I got lost
167. Write a commercial
168. Why birthdays are fun
169. I think_____should be a holiday and here's why
170. Invent a machine that could help you - draw a picture to go with the story
171. Write riddles about various subjects and then write the answers in code. Here is an example: What breaks but makes no sound? d17 in d17br21k You can make your own code, but here is the code that has been used a=1, e=2, i=3, o=4, u=5, w=6, y=7
172. The Mystery of the Haunted House
173. Rust
174. Black and White
175. Purple Slippers
176. The Adventures of_____
177. Make Tempera Blotto picture - each child - ask the students to write a story about what they see in their picture
178. Titles from "Let's Write" on radio
    1. Play Ball!
    2. Those Queer Humans
    3. It Backfired!
    4. Instant Mix
    5. A One-Man Newspaper
179. Describe how a C-clamp (or an electric drill, or a flashlight) can be used to show how it is made and what it is for.

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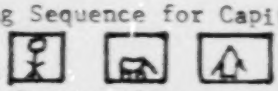
As youngsters learn about syntactical structure through generating their own sentences, appropriate punctuation and capitalization rules should be introduced in accordance with the syntactical sequence listed on pages 110 to 115 in The Schmerler Instructional Sequence and Strategies: For Reading and Spelling by Florence Markey Schmerler.

Just as the multi-sensory approach is emphasized for effective learning in other areas for the SLD child, it must be central to the learning and teaching of the punctuation and capitalization skills. Teachers should utilize techniques which use all pathways: visual, auditory, kinesthetic and tactile.

I. Teaching Sequence for Capitalization and Punctuation

Namers  (Schmerler,p. 110)

1. Punctuation
   Commas between namers in a series.
   Commas used in direct address.
   Comma to set off state from city in place namers.
   Apostrophe s used in singular and plural possessives
   (If the word ends in s add an apostrophe after the s In all other words add an apostrophe s.)
2. Capitalization of specific namers
   Names of people and places including initials and titles
   Days of week and months of year
   Holidays

Describers (Schmerler,p. 111)

1. Punctuation
   Commas to separate describers in a series.
2. Capitalization
   Capitalize forms of place namers when used as adjectives such as Italian village.

Action Word (Schmerler,p. 111)

1. Punctuation
   Period, question mark and exclamation mark at the end of a sentence.
   Commas to separate action words in a series.
   Quotation marks in conversation and the use of commas and periods in quotations.
   Include commas in using yes and no.
2. Capitalization
   Capitalize the first word in a sentence
   and the first word in a line of poetry.
   poetry.
   Capitalize the first word in quotations.

Helping Words --- (Schmerler,p.111)

1. Punctuation
   Review the question mark when teaching the position of a helper. Ex. The man was sleeping. Was the man sleeping?
   The use of apostrophes in contractions.

Joiner (Schmerler, p. 112)

1. Punctuation
   Commas in a compound sentence.

Strong Feeling Words! (Schmerler, p.112)

1. Punctuation
   Review of the exclamation mark after strong feeling.
2. Capitalization
   Capitalize strong feeling words when used alone.

Stand for Namers (Schmerler,p.113)

1. Capitalization
   Capitalize I when used as a pronoun.

Relationship Words (Schmerler,p. 113)

1. Punctuation
   Commas between phrases in a series.

Culminating Activity

The children should be encouraged to write a paragraph or short, friendly letter to apply the skills they have learned. The parts and punctuation of a friendly letter should be introduced prior to the writing.

II Teaching Techniques for Punctuation and Capitalization

Visual

1. When teaching a new concept it might be well to use the following steps:

(V,A) a. Teacher introduces the concept using the chalkboard.

(V,A) b. The concept is reviewed with the help of a child at the chalkboard.

(V,A,K) c. A child uses the concept at the chalkboard without the help of the teacher. The rest of the students may participate by writing on paper, on the table or in the air.

2. The teacher should be alert in providing visual reinforcement to capitalization as they apply to daily experiences especially temporal awareness as it applies to days of the week, months of the year and holidays.

3. Use maps to find place namers if students have difficulty with these namers when generating their sentences.

4. Use visual and kinesthetic when teaching quo tation marks by holding up two fingers on each hand while giving the quotation.

5. In teaching possession emphasize that apostrophes may be used to compress sentences. Ex. The book belongs to Russ and has a red cover. Russ' book has a red cover.

6. When teaching the choice of adding 's or ' , it will be more clear if the child is given pairs of sentences.
   Teacher provides this sentence:
   The men have boots and they are expensive.
   The students ask themselves: Does men end in s ? No, so we add 's to form the possessive.
   Students generate this sentence applying rule as they write:
   The men's boots are expensive.

7. When teaching describers bring objects into classroom and ask students to think of as many words as they can to tell about these objects. For example, fruits or vegetables could be used. (The senses of smell and taste could be employed also.)

8. In teaching the parts of a letter the following visual helps may be given:

Auditory

1. Teach youngsters that written punctuation is a substitution for the pauses we use in speaking. (You may even wish to call punctuation marks "voice marks.")

Reinforce auditory with the kinesthetic by having the children notice the pauses in the spoken sentences, then walk through the sentence, pausing to put in the comma with their foot.

2. At every opportunity have the children reinforce the visual and kinesthetic with the auditory. For example after teaching the greeting in a letter have the child repeat, "Dear John, comma".

3. When teaching end punctuation have children listen for voice tones to indicate correct punctuation marks. "You are having a birthday?" "You are having a birthday!"

Tactile-Kinesthetic

1. Children can be encouraged to use their hands to form the punctuation marks.
   a. period-fist
   b. comma-curved hand low.
   c. apostrophe - curved hand high.
   d. question mark-arm raised, (from elbow)
   e. exclamation mark-arm raised straight from elbow. Other hand a fist for the dot.
   f. quotation marks-2fingers raised, left hand-opening quotation; 2 fingers raised, right hand closing quotation.
2. Children can manipulate punctuation marks which have been cut out of felt, sandpaper or other material which have a high tactuality. If the punctuation marks are attached to magnets, each child could have a metal tray on which he can arrange proper punctuation marks for dictated sentences.
3. As often as possible let the children stand and use their feet to reinforce the hand actions they have used at the table.
4. The teacher can hold a sandtray before a child while dictating a sentence. The child makes the proper punctuation in the tray as the other children make the marks on the table.
5. Teach the meaning of the word possession by having the child hold an object and state that it is his very own or his possession.
6. When teaching words or phrases in a series have children hold cards with these words or phrases. Then other children hold cards with commas and properly arrange themselves at the front of the room. This can also be done with the apostrophe.
7. When teaching describers, have the child hold a concrete object in his hand. He generates words that describe the shape, appearance and feel of the object. The child could reach into a box or sack and describe what he feels.